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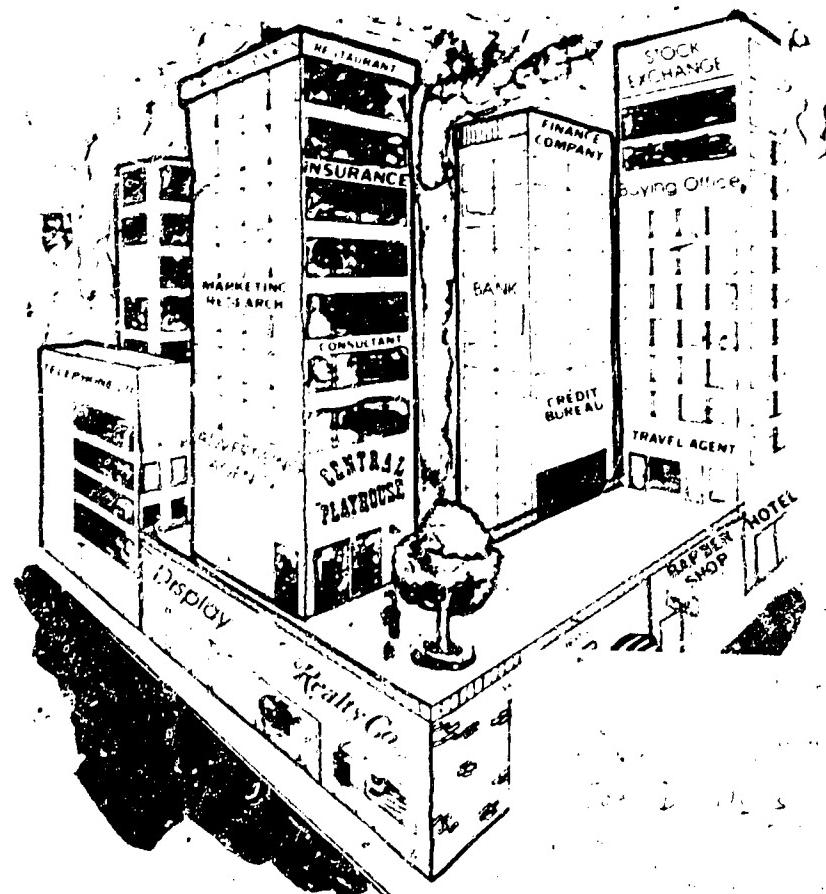
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ABSTRACT

This curriculum guide is designed to be used with a distributive education course offering. It provides students, at the middle or junior high school level, an opportunity to explore marketing services careers. The guide is divided into two sections: The Teacher's Guide and Student Materials. The Teacher's Guide is composed of eleven units: (1) Making It in Marketing Services, (2) Real Estate, (3) Finance, (4) Insurance, (5) Transportation, (6) Communication, (7) Recreation, (8) Business Services, (9) Personal Services, (10) Lodging/Food, and (11) Special Activities (a unit which may be used throughout the course). These units are separated into three areas: (1) Unit Overviews, which includes a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources, (2) Evaluation Keys, and (3) Learning Activities, which contain group and individual learning activities for each performance objective, as well as special media applicable to each objective and its set of learning activities. The Student Materials section covers the areas of: (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources, which includes audio-visual resources, resource publications, commercial games, and resource organizations and agencies. (HD)

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making it in marketing services

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This public document was promulgated at an annual cost of \$ 18,040.95 or
\$ 6.01 per copy to provide suggested performance objectives, learning
activities, and evaluation instruments to Distributive Education teachers for
their use in Distributive Education offerings at the middle and/or junior high
school level.

FOREWORD

Exploration of Marketing Service Careers is a Distributive Education offering which is designed as a semester unit of instruction at the middle or junior high school level. It represents the second phase of a comprehensive pre-vocational career program.

This course is one of the elective courses in Distributive Education designed as a follow-up to, "Orientation to Marketing Careers." It provides the student with an opportunity to explore in greater depth, the varied career opportunities available within marketing service industries.

In this offering, the student is made aware of the broad field of marketing activities and the careers available to him within the various marketing service institutions. He has an opportunity to experience the tasks performed by marketers through "hands-on activity" projects.

This curriculum guide is divided into two major sections: The Teacher's Guide Section and the Student Materials Section.

The Teacher's Guide Section is composed of twelve units. The first eleven units cover the content of the course. The twelfth unit called SPECIAL ACTIVITIES contains materials which may be used throughout the course.

Each of the eleven units for the teacher is separated into three areas:

UNIT OVERVIEW

EVALUATION KEYS

LEARNING ACTIVITIES

Each unit overview includes: a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources.

The evaluation keys which follow the unit overview reflect the answers to the Scene and Survey Evaluation Instruments found in the Student Materials Section.

The Learning Activities area of each unit contains group and individual learning activities for each performance objective, as well as special media applicable to each objective and its set of learning activities.

foreword

The student materials section is composed of three areas in the following order:

STUDENT HANDOUTS

EVALUATION INSTRUMENTS

SPECIAL RESOURCES

At the completion of this *Exploration of Marketing Services* Careers offering, it is anticipated that the student will:

- ... demonstrate an awareness of the major marketing activities and the vast number of opportunities available to him within the broad field of marketing services
- ... relate the importance of marketing in the economy and the value of the tasks performed within the marketing service occupations
- ... reflect an understanding of the role marketing service personnel play in the distribution of goods and services from the producer to the consumer or business user
- ... display an awareness of career development patterns from entry level to the management/specialist level of occupations in marketing service institutions; identify initial career goals and values and assess them according to careers in marketing service industries
- ... exhibit a better understanding of his self-identity and the role he may assume in society.

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LINDA M BOYER, CHAIRMAN

CHERYL CASELLA

TOM HARRELL

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MARY LANG

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The final revision of this "Exploration of Marketing Services Careers" curriculum guide was written and edited by MISS BARBARA J. WILKIE, Curriculum and Instruction Specialist, under a special grant through the University of South Florida.

Acknowledgements

Table of Contents

	PAGE
FOREWORD	v
ACKNOWLEDGEMENTS	vii
INTRODUCTION	xi
TEACHER'S GUIDE SECTION	
Marketing It: Marketing Services	1
Real Estate: Setting the Site	17
Finance: Getting the Greenbacks	29
Insurance: Running the Risk	43
Transportation: Getting Them There	57
Communication: Feeling the Vibrations	73
Recreation: Lapping up the Leisure	87
Business Services: Leaving it to Us	103
Personal Services: Pleasing the People	121
Lodging Food: Living in Luxury	135
Special Activities	149
STUDENT MATERIALS SECTION	
Student Handouts	165
Scene and Survey Evaluation Instruments	353
Special Resources	401
Audio-Visual Resources	403
Resource Publications	412
Commercial Games	415
Resource Organizations and Agencies	433

INTRODUCTION

This *Exploration of Marketing Service Careers* guide has been developed around fourteen types of marketing service industries. Most of these areas have been handled in a separate unit. A few have been grouped together.

The first unit is intended to give the student an overall view and understanding of the channels of distribution and the major marketing functions which occur throughout the channels in all kinds of businesses and industries, including marketing service institutions. In addition the first unit, "Making It In Marketing Services," describes fourteen types of marketing service businesses and relates how the eight major marketing functions are performed by personnel within all of them.

Within each Unit Overview of the teacher's guide section, you will find the following components in this designated order:

TEACHER'S GUIDE SECTION

Within each Unit Overview of the teacher's guide section, you will find the following components in this designated order:

1. *Competency*—an overall statement of what the student is expected to attain.
2. *Performance Objectives*—specific steps which the student should accomplish in the sequential order that he should perform them. For example, the first objective will indicate the beginning or knowledge level at which he should demonstrate proficiency before continuing to a higher level indicated by the second objective.
3. *Concepts*—an overview of the major ideas or content that is suggested for that unit. These have been identified in the order which would most likely be used to efficiently cover the learning unit.
4. *Equipment*—suggested audio-visual equipment or furniture to be used with the learning activities of that unit.
5. *Materials*—recommended audio-visual and printed resources which are congruent with the unit and which have been reviewed by distributive educators to ascertain their value for the given unit.
6. *Supplies*—consumable items which are basic to the effective development of the suggested learning activities in the unit.
7. *Special Resources*—other recommended resources which would be helpful, if available or possible, including commercial games, field trips, and speakers. Special Student Handouts contained within the guide are also identified here by numbers.

introduction

Following each unit overview are the Evaluation Keys which contain answers for both the pretest (Scene) and post-test (Survey) evaluation instruments in the unit.

The Learning Activities suggested include group and individual learning experiences and projects presented in the order in which they should be used according to the objectives. The group and individual activities especially designed for the beginning level of learning stated in the first objective are placed at the beginning of the activities area. Group and individual activities corresponding to the next level of learning indicated by the second objective would follow, and so on.

Special Media includes recommended audio-visual materials, printed resources, and commercial games which would enhance student interest and understanding. These are materials reviewed and/or used by Pre-Vocational Distributive Education teachers.

The Special Activities unit provides guidelines and forms which may help the teacher develop and implement special events or activities for greater effectiveness in teaching students in the middle grades. These may be used throughout the course.

STUDENT MATERIALS SECTION

The student materials section of the *Exploration of Marketing Services Careers* guide includes three divisions: student handouts, evaluation instruments, and special resources.

1. *Student Handouts* — information sheets, special activities, student projects numbered in the order suggested in the learning activities area of the teacher's guide section and which are designed for easy duplication.
2. *Evaluation Instruments* — measurement items to ascertain the student's competencies before he begins a unit and evaluate his performance following the completion of the learning activities. Each pretest and post-test evaluation instrument of a unit contains a test item designed to evaluate the level of learning specified by each performance objective.

The evaluation instruments have been given names other than pretests or post-tests to assist the teacher in creating a positive atmosphere for measurement of the student's ability and progress. The pre-test instruments are called Scenes. Depending upon the unit, it may be entitled, "The Lodging Scene," "The Insurance Scene," or "The Transportation Scene."

The post-test evaluation instrument is called the Survey. Like the scenes, each unit has an evaluation instrument identified by a clue term and the word "survey." Some examples of these include, "The Real Estate Survey," "The Banking Survey," and "The Recreation Survey."

Each pretest Scene or post-test Survey has exactly the same number of test items as there are objectives for the particular unit. If the unit has two objectives, then the scene and survey for the unit will each have two test items. The test items are numbered to correspond with the order of the stated objectives and the learning activities. Thus, the first item on both the Scene and Survey evaluation instruments will assess the student's learning level according to the first objective of that unit. Likewise, the second test item will correspond to the second objective and the third test item would match the third objective of that unit.

3. *Special Resources* — audio-visual materials, resource publications, commercial games, and organizations which may be helpful in teaching *Exploration of Marketing Services Careers*. All of these have not been suggested within the teacher's guide section. Some resources are included that may be appropriate, but have not been reviewed to ascertain their relativity to this offering. It should be noted that there are many other materials which have been specifically omitted because they are not appropriate for this learning level or they are not acceptable for the marketing information content for marketing services.

The Audio-Visual Materials include 16mm films, filmstrips, slides, tapes, records, and transparencies. Films are identified as in color or black and white. Filmstrips are classified according to sound and color. If a filmstrip is in color, the word color will follow the filmstrip title. Otherwise, it is in black and white. If the word sound does not follow the filmstrip title, the filmstrip is silent. Tapes are identified as reel or cassette. All slides are in color.

All of the Audio-Visual Materials are arranged in alphabetical order according to the material's title. Pertinent information about the material follows, as well as the resource name. If the title includes a series of materials, such as tapes or slides, specific individual titles are printed on succeeding pages under the resource's name. All audio-visual resources' names and addresses follow the materials listing for each reference.

The Resource Publications include pamphlets, booklets, career briefs, comic books, books, and reference volumes. The title of a publication is listed in alphabetical order, followed by its publisher. If the publication is a series of units or briefs, a detailed list of specific titles follows the alphabetical listing. Those publications with detailed listings have been identified with an asterisk* after the resources name.

The specific listings will be found on a succeeding page under the resource's name. Those alphabetical listings with the asterisks which have detailed listings on succeeding pages have the resource's address printed on that page rather than within the general alphabetical list.

Certain Commercial Games have been reviewed and used by teachers with their Pre-Vocational Distributive Education students. Some of these have been recommended under Special Resources in each unit overview. A comprehensive list of these has been included directly behind the Resource publications list.

In addition, some Resource Organizations and Agencies including professional, business, and educational organizations have been identified with names and addresses to assist in the location of additional new materials. These have been listed in alphabetical order for easy reference:

It is not expected that every teacher will use all of the suggested learning activities and materials contained in this guide. Some course offerings are scheduled for twelve weeks; others continue for a semester. Class periods extend for different lengths of time. A teacher will develop activities and materials to better meet the needs of his/her students.

It is hoped that this curriculum guide will provide direction and assistance to the teacher. In addition, the teacher is encouraged to cover at least part of each unit, so that each student will develop an awareness of careers in all marketing service industries. Major concepts, sets of learning activities, as well as a pre-test and post-test item for each objective have been incorporated into each unit to assist in this task.

A teacher may decide to cover only a portion of a unit. In this case, he would work with the student on the information and materials corresponding to the first objective of that unit since this is the beginning for knowledge level. The first objective, its learning activities, and its test items must be covered before a student progresses to the second objective and its materials. Likewise, objectives one and two must be satisfied before a student attempts the learning activities and evaluation items corresponding to objective three.

One or more of the learning activities for an objective may be used. The group activities are specifically designed for a number of students. The individual activities, however, may be used with an entire class of students working independently or with one individual student on his own. Thus, a teacher might select one group and one individual activity to use with a class of students.

TEACHERS GUIDE SECTION



**making
it in
marketing services**

MAKING IT IN MARKETING SERVICES

Competency

Understanding of the major marketing functions involved in all types of service industries and the roles which marketers play in service industries for the distribution of goods and services from the producer to the consumer or user.

Objectives

1. Without assistance, the student will identify the major components in the channels of distribution and arrange them in the correct order to show the most frequently used channel with 80% accuracy. (knowledge)
2. Given fifteen descriptions of marketing terms including the eight major marketing functions, the student will supply the appropriate term for each description with 80% accuracy. (Knowledge)
3. Given ten categories of service industries and ten examples of service businesses, the student will match the examples to the categories of service industries with 80% accuracy. (Comprehension)
4. Given ten marketing situations in service industries, the student will indicate the major marketing function involved in each situation with 80% accuracy.

Concepts

1. All goods must first be produced. A producer may be an extractor (farming, fishing, mining), a converter (oil, iron, sugar), or a manufacturer (cars, appliances, furniture).
2. A consumer is one who purchases goods and services for his use, not for resale to others. A consumer may be an individual, organization, business, or industry.
3. Since it is not usually practical for an individual consumer to purchase products directly from its producer, he generally purchases his goods from a retailer or wholesaler.
4. A retailer is a business which sells goods anywhere to the individual consumer. Retailers may buy their goods to resell directly from the producer, from a wholesaler, or from a special agent or assembler.
5. Wholesalers distribute merchandise between producers and businesses who purchase goods for resale or for business use. The wholesaler serves retail and wholesale merchants who resell merchandise, as well as industrial, institutional, and commercial users who use the goods for business operation.
6. Sometimes an agent or assembler represents several producers in getting products from the producers to the wholesalers and retailers.
7. Service industries buy from and sell to all kinds of businesses, as well as to consumers. These businesses (such as transportation and insurance) sell services that are needed or desired by consumers and businesses.

8. The various ways in which products are distributed from the producers to the consumers are known as the *channels of distribution*. The most frequently used channel is:

Producer	Wholesaler	Retailer
Service Industries	Consumer	

Goods flow from the producer to the wholesaler, the wholesaler to the retailer, and the retailer to the consumer. Marketing services are involved throughout the distribution process.

9. *Marketing* includes all the activities involved in acquiring and distributing goods and services for production, processing, business use, or personal consumption.
10. *Distribution* includes all the marketing activities which occur in the merchandising and supplying of goods and services.
11. Eight major marketing activities or functions are involved in the marketing of all goods and services by all businesses:

marketing research—involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.

standardization and grading—involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.

buying—supplies a business with the necessary materials needed for its use or resale to another business or consumers.

selling—the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.

transportation—provides the service of physically moving property and people from one location to another.

storage—provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.

risks—are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.

finance—deals with funds necessary for business operations and customer purchases.

12. Management serves as the coordinator of all marketing activities and personnel within a business.

13. Many marketing career opportunities are available within the ten major categories of service industries.

Lodging—sleeping accommodations (hotels, motels, boarding houses)

Food—prepared food and drink (restaurant, cafeteria, snack shop)

Finance—handle money matters (banks, stock exchange, credit union)

Insurance—financial loss protection (car, home, social security)

Real Estate—land and building transactions (agencies, assessors, appraisers)

Transportation—move people and property (planes, trains, buses, taxis)

Recreation—entertainment and amusement (movies, parks, clubs)

Business—special business needs (advertising, research, maintenance)

Personal—care of people and property (home, care, boat maintenance)

Communication—verbal or written messages (telephone, telegraph, mass media)

Equipment

1. Overhead projector, production screen, chalkboard.
2. Filmstrip projector, 16 mm film projector, slide projector.
3. Cassette tape recorder, record player.

Materials

1. Films: "Marketing as a Career"
"Tell It Like It Is"
2. Filmstrips: "Discovery"
"Job Opportunities Now"
3. Slides: "The World of Marketing and Distribution"
"Understanding Wholesaling"
4. Career Opportunities: *Marketing, Business, and Office Specialists*
5. Career Briefs, Career Publications
6. Careers and Opportunities in Retailing
7. Channels of Distribution
8. Discovery: Career Log, Scholastic
9. Encyclopedia of Careers and Vocational Guidance
10. The Marketing Story
11. Occupations and Careers

12. *Popeye and Careers Comic Books*

13. *Working in a Service Industry*

14. *Your Job in Distribution*

Supplies

1. Posterboard, Construction Paper, White Paper.
2. Glue, tape, scissors, rulers, felt tip pens.
3. Magazines, newspapers, journals, telephone directories.

Resources

1. Student Handouts #1-11
2. Commercial games: Monopoly, Easy Money

THE MARKETING SERVICES SCENE — KEY

1. Answers must be in the following order:

1. Producer
2. Wholesaler
3. Retailer
4. Marketing Service Industries
5. Consumer

Any appropriate drawing is acceptable.

A score of 4 or 80% accuracy on this test item will satisfy objective #1.

2. The following marketing terms should be given:

- | | | |
|---------------|--------------|---------------------|
| 1. Wholesaler | 6. Buying | 11. Selling |
| 2. Producer | 7. Marketing | 12. Service |
| 3. Retailer | 8. Risk | 13. Management |
| 4. Consumer | 9. Storage | 14. Transportation |
| 5. Research | 10. Finance | 15. Standardization |

If the student achieves a score of 12 correct answers or 80% accuracy, he will have demonstrated adequate proficiency on objective #2.

3. The businesses should be identified as follows:

- | | |
|------|-------|
| 1. F | 6. E |
| 2. G | 7. D |
| 3. H | 8. C |
| 4. I | 9. B |
| 5. J | 10. A |

Eight (8) correct answers or 80% accuracy on this evaluation item by the student will show satisfactory understanding of objective #3.

4. The situations involved the following marketing activities:

- | | |
|-----------------------|----------------|
| 1. Marketing Research | 6. Storage |
| 2. Standardization | 7. Risk |
| 3. Buying | 8. Finance |
| 4. Selling | 9. Selling |
| 5. Transportation | 10. Management |

If the student answers 8 situations correctly for 80% accuracy on this measurement item, he will have exhibited acceptable performance for objective #4.

THE MARKETING SERVICES SURVEY — KEY

1. Answers must be in the following order:

1. Producer
2. Wholesaler
3. Retailer
4. Marketing Service Industries
5. Consumer

If the student accurately identifies 4 of the 5 components in the above question, he will have displayed sufficient knowledge for objective #1.

2. The following marketing terms should be given:

- | | | |
|---------------|--------------|---------------------|
| 1. Wholesaler | 6. Buying | 11. Selling |
| 2. Producer | 7. Marketing | 12. Service |
| 3. Retailer | 8. Risk | 13. Management |
| 4. Consumer | 9. Storage | 14. Transportation |
| 5. Research | 10. Finance | 15. Standardization |

A score of twelve correct answers for 80% accuracy on this item by the student will show satisfactory accomplishment for objective #2.

3. The businesses should be identified as follows:

- | | |
|------|-------|
| 1. F | 6. E |
| 2. G | 7. D |
| 3. H | 8. C |
| 4. I | 9. B |
| 5. J | 10. A |

When the student attains 8 correct answers or 80% proficiency, he will have indicated the necessary understanding for objective #3.

4. The situations involved the following marketing activities:

- | | |
|-----------------------|----------------|
| 1. Marketing Research | 6. Storage |
| 2. Standardization | 7. Risk |
| 3. Buying | 8. Finance |
| 4. Selling | 9. Selling |
| 5. Transportation | 10. Management |

After successfully completing 8 of the 10 situations above for 80% accuracy, the student will have demonstrated acceptable performance for objective #4.

LEARNING ACTIVITIES

UNIT TITLE *Making It In Marketing Services* UNIT #1 OBJECTIVE #1

Group

1. Review with the students the major components in the channels of distribution: PRODUCER -- WHOLESALER -- RETAILER -- MARKETING SERVICE INDUSTRIES -- CONSUMER. Divide the class into five groups and give each of them one of the five components. Ask each group to prepare fifteen questions about their component at three levels of difficulty, so that they have five easier questions, five of moderate difficulty, and five of greater difficulty. Review all of the questions from the five groups, editing and arranging all of them in three categories. Study the rules of the Student Handout #1: "CHANNEL CHALLENGE" and review them with the students. Play the game activity as directed and reemphasize the most frequently used channel of distribution and its components at the end of the game.
2. Write the following words on the chalkboard or overhead projector: Producer, Wholesaler, Retailer, Marketing Service Industry. Above each of the words, place a (+) to the left and a (-) to the right as shown below.

Producer Wholesaler Retailer Marketing Service Industry

Select two students to come up to the front of the room. Have one student stand to the left of the board or projector to represent the (+) and the other student stand to the right to represent the (-). Ask the class how many of them would like to work for a producer and write that number above the plus sign over the word producer. Ask the class how many of them would not like to work for a producer, and place that total above the minus sign over the word producer. Ask the class how many of them did not vote and if they know why they did not vote. Ask some students who voted yes (+) why they voted that way. Ask some of the students who indicated no (-) why they would not want to work for a producer. Discuss what is meant by a producer including reference to the agricultural businesses, mining operations, and manufacturers.

Follow the same procedure for each of the other three types of institutions: wholesalers, retailers, and marketing services. Select different students to represent the (+) and (-) poles and use the following terms on the board, overhead, or signs held by the students:

PRODUCER WHOLESALER RETAILER MARKETING SERVICES

Perfect (+)	Winner (-)	Right On (+)	Super (-)
Pooh (-)	Waste (-)	Ripoff (-)	Stinker (-)

Emphasize the role and importance of each of the components in the channels of distribution and review the order of the flow of goods in the most frequently used distribution channel.

Individual

1. Give the student a copy of Student Handout #1: "Channels of Distribution—How We Get Our Goods." Explain to the student that the illustration shows the major components involved in the channel of distribution which is most frequently used. Discuss the meaning of each of the terms: producer, wholesaler, retailer, marketing service industry, and consumer.

Ask the student to collect pictures illustrating each of the components. Have him prepare a poster showing the most frequently used channel of distribution, using the collected pictures around the correct terms in the channel.

2. Review the major components found in the most frequently used channel of distribution. Give the student construction or poster paper, glue, scissors, ruler, string, coat hangers, and magic markers. Ask the student to build a mobile showing the five major components in the order in which they are involved within the most frequently used channel of distribution. Explain to the student that he may use different shapes and sizes, such as circles, squares, arrows, etc. Hang the mobile from the ceiling in the classroom.
3. Distribute a copy of Student Handout #2: "Components in the Channels of Distribution" to the student. Have him read the information and fill in the blanks on the page at the end of the material. When he has completed the questions, discuss the answers with him, reviewing the order of the components in the most frequently used channel.

Special Media

1. Films: "Marketing as a Career"
"Tell It Like It Is"
2. Filmstrips: "Discovery"
"Job Opportunities Now"
3. Slides: "The World of Marketing and Distribution"
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Career Briefs, Careers Publications*
6. *Careers and Opportunities in Retailing*
7. *Channels of Distribution*
8. *Discovery: Career Log, Scholastic*
9. *Encyclopedia of Careers and Vocational Guidance*
10. *Your Job in Distribution*, pages 18-26

LEARNING ACTIVITIES

UNIT TITLE: *Making It in Marketing Services* UNIT #1 OBJECTIVE #2

Group

1. Place the following list of marketing terms on the chalkboard or on the overhead projector:

Producer	Marketing	Selling
Wholesaler	Buying	Storage
Retailer	Marketing Research	Transportation
Consumer	Standardization	Market Finance
Marketing Services	Marketing Risk	Marketing Management

Explain to the students that you are going to give a clue for a marketing mystery term. State each of the following descriptions and add the phrase, "What am I?" Have the students guess the term. Discuss each term with the student and place a check next to it on the board after it has been correctly identified.

I act as a middleman in distributing goods from the producer to the retailer or marketing service industry.

I develop the original product as a farmer, manufacturer, etc.

I sell merchandise directly to the individual consumer.

I purchase goods for my personal use, not for resale to others.

I gather information to assist in management decision-making.

I supply a business with the necessary materials, machinery, merchandise, etc. needed for its use or resale.

I am all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.

I am the possibility of financial loss to persons or property by unforeseen or uncontrollable factors.

I provide the time and space necessary to house merchandise until it is needed for industrial use or distribution.

I deal with the funds necessary for a business' operation or a consumer's purchase.

I assist or persuade a customer to make a wise buying decision.

I buy goods from all kinds of businesses and sell services to businesses and consumers.

I serve as a coordinator of all marketing activities.

I physically move people and property from one location to another.

I set the values or limits for goods and services, as well as label and inspect them for conformity to the values.

2. Explain the directions to the game activity in Student Handout #3: "Marketing Match," or give each student a copy of the rules. Review each of the marketing activities, emphasizing the meaning of each.

Individual

1. Distribute a copy of the Student Handout #4: "Making It In Marketing" to the student. Have him read the material and answer the questions at the end of each section. When he has completed the assignment, review his answers on the sheets. Emphasize the eight major marketing functions and that they take place in all kinds of businesses.
2. Give the student a copy of the Student Handout #5: "Marketing Crossword Puzzle" and have him complete it as directed. When he has completed the puzzle, check the answers with him explaining each term. Review the components in the channels of distribution and the order in which they are usually found. Explain the eight marketing functions and management giving examples of them in use.

Special Media

1. *The Marketing Story*
2. *Occupations and Careers*
3. *Popeye and Careers Comic Books*
4. *Working in a Service Industry*
5. *Your Job in Distribution*

LEARNING ACTIVITIES

UNIT TITLE *Making It In Marketing Services* UNIT #1 OBJECTIVE #3

Group

1. Make a transparency of Student Handout #6: "Service is our Business" and make copies of it for each of the students if possible. Write the following categories of service industries on the chalkboard:

REAL ESTATE	FOOD
FINANCE	LODGING
INSURANCE	PERSONAL
TRANSPORTATION	BUSINESS
RECREATION	COMMUNICATIONS

Ask students to guess which category of services is depicted by each of the illustrations. As each one is guessed, emphasize the distinguishing characteristics of that category of service industry found in your local or nearby communities when possible.

Some categories of service businesses are not illustrated in the handout. Explain what each of these means and have students give examples of each of them. Select some examples of service industries and let students guess which category of services they are.

2. Distribute a copy of the Student Handout #7: "Services Scramble" to each of the students. Allow them to unscramble the letters and reveal the categories of service industries. When the students have completed the puzzle, ask different students what they think each of the terms mean or give an example of that type of business. Emphasize the services of each category of business.

Assign each student one type of service business, such as radio or advertising agency. Provide them with copies of journals, telephone directories, and magazines. Give each student the rest of the class period to see how many names each can find for that type of business. When possible have the students cut out illustrations they find. Give each student a sheet of construction paper. Have them identify their type of service business at the top. Have them arrange the names and illustrations of the businesses on the paper. Display all of them around the room and let the class circulate around the room looking at them.

Individual

1. Give the learner a copy of Student Handout #8: "Making It In Marketing Services." Let the student study each of the categories of service industries in the handout. Ask him to use the local telephone directory to find three examples of each category of business that are mentioned in the handout. For those which he may have difficulty finding in the directory, ask him to think about one he knows. Examples for many will be found under different headings, such as motels for lodging.

Review each of his examples with him and add to the list of examples that he has compiled. Refer to some local service businesses and their locations in the community.

2. Distribute a copy of the Student Handbook #9: "Marketing Service Maze" to the student. Have him complete the maze as directed and write the examples of each service category in the blanks provided.

When the student has completed both the maze and the list of examples, review the path of the maze with him explaining the distinguishing characteristics of each category of services. Check his examples listed, making any necessary corrections. See if the student can supply one or two local businesses for each category of services after your explanation. Name one example for each category of services for reinforcement purposes.

Special Media

1. *Working in a Service Industry*, pages 7-10
2. *Your Job in Distribution*, chapters 22-26, 30-35

LEARNING ACTIVITIES

UNIT TITLE *Making It In Marketing Services* UNIT #1 OBJECTIVE #4

Group

1. Explain the directions to the game activity in Student Handout #10: "Services Scan." Give each student a copy, if possible. As stated in the handout, have each student submit nine questions—one for each of the marketing activities. Inform the students that the questions should pertain to activities within a service business, rather than definitions for the marketing activities.
2. Develop descriptions of nine marketing service activities around the nine marketing activities. Construct the activities around a central idea, such as types of businesses.

Write the nine marketing activities, including the eight major functions and management, on the chalkboard as shown below. Ask each of the students to write them on a piece of paper. Ask each student to rank each of the marketing terms according to its importance to a service business from his point of view. Explain that a "1" would be placed in front of the marketing activity which he felt was most important, and a "9" would be written in the blank for the marketing activity which he considered the least important in a service business.

— MARKETING RESEARCH

— BUYING

— STANDARDIZATION

— SELLING

— STORAGE

— TRANSPORTATION

— FINANCE

— MARKETING RISK

— MANAGEMENT

Read each of the nine marketing service activities you have developed. Have the students turn their papers over before you read them. Ask the students to rate the nine activities that you read. When they have completed rating the nine activities, have the students compare their rankings with the first set. Were they the same? If some of them were different, why did they rank them differently?

Are some functions more important in some service businesses than others?

Review the major marketing activities as they relate to service businesses. Show how some functions are emphasized or more evident in some service industries as compared to others. For example, the trucking company puts greater emphasis on transportation because shipments are the heart of its business.

Individual

1. Provide the student with magazines that can be cut up, as well as old service trade journals, such as *American Underwriters*. Have the student prepare a poster showing the marketing activities in action within service businesses. Explain to the student that he is to find an illustration or sketch a scene in which each marketing activity takes place in a service setting.

Tell the student to place a caption under each illustration or drawing to show the marketing activity which is depicted. Remind the student that the selling function may be demonstrated by a personal selling situation or sales promotion activity. If he wishes he may show both of them. Display the poster in the room.

2. Give the student a copy of the Student Handout #11: "Marketing Service Activities" and have him complete each of the given descriptions by identifying the marketing activity that is involved. When he is finished, discuss each of the service situations with him clarifying any marketing activities about which he is not clear.



real estate: setting the site

REAL ESTATE: SETTING THE SITE

Competency

Ability to relate the different real estate personnel and businesses to various real estate situations.

Objectives

1. Given five categories of real estate business, the student will identify three marketing careers for each category with 100% accuracy. (knowledge)
2. Given ten real estate activities, the student will distinguish the real estate personnel described with 80% accuracy. (comprehension)
3. Given four real estate situations, the student will predict which real estate careers and businesses would handle the situation with 75% accuracy. (application)

Concepts

1. Real estate businesses offer services concerning land and all man-made permanent or fixed improvements on or to the land, known as realty.
2. Five major categories of real estate businesses provide interesting career opportunities in marketing:

Agencies --handle transactions and provide services for others for a fee or commission.
Examples include brokers, appraisers, consultants, and management firms.

Investors --purchase, lease, or loan money for realty to earn an income or gain. These include mortgage investors, leaseholders, and land trustees.

Operations --engage in higher risk trade activities involving a number of successive transactions. Some businesses include land speculators, mortgage broker, leasehold operator.

Building Construction --contracting, building, developing, or improving realty for profits. Businesses include developers, contractors, builders, and renovators.

Government Service --establishes policies and enforces regulations, taxation, financing, and management of real estate in private and public transactions. Examples include tax assessment departments, zoning offices, housing authorities, and real estate boards.

3. Some of the major marketing careers which can be found within the categories of real estate businesses include:

Agencies

Apartment Manager --supervises activities and personnel in a large apartment complex, collects rents, and completes leases.

Appraiser --inspects and assesses value of property.

Broker --handles transactions and negotiations of real estate for buyers and sellers.

Clerk--handles listings of property, rental collections and records, maintenance estimates and repairs.

• *Property Manager*--manages investment properties for clients including maintenance, contracts, and bills.

Rental Agent--specializes in business negotiations and operations for leasing buildings.

Salesman--rents, buys, and sells property for clients on a commission basis.

Investors

Escrow Agent--handles forms, tax records, insurance coverage, and payment schedules for buyers and sellers of property.

Escrow Officer--verifies legal status of property, records necessary information with government, and releases documents to the proper parties at the close of the transaction.

Loan Closer--handles all documents, papers, and construction plans for building construction loans.

Title Searcher--checks records to determine if there are any unsettled claims against the property.

Land Records Manager--directs and supervises all activities, personnel, and records for the lease of land for an oil company.

Operations

Landman--contacts landowners and oil firm representatives to negotiate and complete agreements for oil exploration, drilling, and producing activities.

Land Speculator--purchases property and resells it in a short time for quick profits.

Lease Buyer--persuades property owners to rent sites for billboard signs, arranges transactions, transfers them to advertiser or outdoor ad firm.

Lesseeholder--obtains leases or options on property and subleases them quickly for rapid profits.

Mortgage Broker--buys and sells many mortgages for short-term profits.

Building Construction

Builder--purchases land, constructs buildings, and sells them for profit.

Consultant--recommends materials, equipment, and type of structure for designated property and purposes.

Contractor--bids on buildings to be constructed for property owners.

Developer--buys vacant land, builds private homes, and sells them at a profit.

Renovator--buys buildings needing alterations, modernizes the buildings, and resells them at a profit.

Government Service

Assessor--inspects and appraises property, determines tax to be levied according to its value.

Housing Management Officer--develops policies and standards for housing, directs and evaluates all public housing activities and personnel.

Property Utilization Officer--inspects, insures, and negotiates government property for the buyer or user; verifies value and eligibility of property donated to eligible organizations.

Rent Control/Investigator--inspects rental properties to determine compliance with laws..

Zoning Commissioner--determines and regulates restrictions on use of property within a community.

4. Five major classifications or markets of real estate are involved in real estate business transactions:

Residential--private housing areas for homes and apartments.

Commercial--professional, office, store, hotel and similar buildings.

Industrial--factories, utilities, mining, and warehouses involving heavy equipment and/or production.

Agricultural--natural production of crops, animals, plants, lumber, etc.

Special--public places including parks, churches, clubs, and roads.

5. Certain legal documents are used by real estate personnel in handling property transactions.

Deed--written transfers of real estate ownership from seller to buyer.

Lease--contract on the use of property for rent or other income.

Mortgage--document conditionally transferring property based upon the buyer's promise to pay the agreed sum secured by the property as collateral.

Title--written evidence of property ownership.

6. Real estate services are extended to individual consumers, as well as to all kinds of commercial, industrial, and institutional users.

7. Many factors must be considered by real estate personnel when selecting a site for a customer:

- a. Customer's purpose for the property
- b. Current property value
- c. Zoning restrictions on the property
- d. Growth of surrounding area
- e. Traffic or movement of people
- f. Surrounding business community
- g. Community services available
- h. Cost of property related to other factors
- i. Characteristics of the property--size, shape, etc.

Equipment

1. Cassette Tape Recorder, 16 mm Movie Projector, Overhead Projector
2. Projection Screen, Bulletin Board, Chalkboard

Materials

1. Films: "Build A Better Life"
"Is A Career In Finance, Insurance, Or Real Estate For You"
2. Cassette Tape: "Career Development Series: Realtor," Imperial Films
3. *Career World* Magazines, Careers, Inc.
4. *Careers Briefs*, Careers Publications, Inc.
5. *Dictionary of Occupational Titles*
6. *Employment Outlook for Real Estate Agents and Brokers*, U. S. Department of Labor
7. *Encyclopedia of Careers and Vocational Guidance*
8. *Handbook of Job Facts*, Science Research Associates
9. *Occupational Briefs*, Science Research Associates
10. *Occupational Guidance Booklets*, Finney Company
11. *Occupational Guides*, California Department of Employment
12. *Real Estate and Building Management as a Career*, Institute For Research
13. *Should You Go Into the Construction Business?* New York Life Insurance Company
14. *Widening Occupational Roles Work Briefs*, Science Research Associates

Supplies

1. Newspapers, listing books, local maps
2. Posterboard, construction paper, jewelry boxes
3. Glue, tape, scissors, rulers, magic markers
4. Real estate forms and documents

Special Resources

1. Student Handouts #12-20
2. Commercial Games: Monopoly, Easy Money

THE REAL ESTATE SCENE—KEY

1. Any of the following real estate careers may have been identified:

Agencies	Investors	Operations	Construction
Apartment Manager	Escrow Agent	Landman	Builder
Appraiser	Escrow Officer	Land Speculator	Consultant
Broker	Loan Closer	Lease Buyer	Contractor
Clerk	Title Searcher	Leaseholder	Developer
Property Manager	Land Records	Mortgage Broker	Renovator
Rental Agent	Manager		
Salesman			

Government

Assessor
Housing Management Officer
Property Utilization Officer
Rent Control Investigator
Zoning Commissioner

The student will satisfy objective #1 when he correctly names 3 careers for each category to total 15 careers.

2. These real estate careers should have been listed:

- a. Salesman
- b. Title Searcher
- c. Land Speculator
- d. Developer
- e. Assessor
- f. Apartment Manager
- g. Loan Closer
- h. Lease Buyer
- i. Contractor
- j. Zoning Commissioner

If the learner correctly identifies 8 careers for 80% accuracy, he will have completed objective #2.

3. These real estate careers and businesses should have been predicted:

Businesses	Careers
a. Agency	Appraiser
b. Investors	Title Searcher
c. Construction	Contractor
d. Government	Zoning Commissioner

The learner must achieve 75% accuracy to meet the criterion of the objective.

THE REAL ESTATE SURVEY — KEY

1. Any of the following real estate careers may have been identified:

Agencies	Investors	Operations	Construction
Apartment Manager	Escrow Agent	Landman	Builder
Appraiser	Escrow Officer	Land Speculator	Consultant
Broker	Loan Closer	Lease Buyer	Contractor
Clerk	Title Searcher	Leaseholder	Developer
Property Manager	Land Records	Mortgage Broker	Renovator
Rental Agent	Manager		
Salesman			

Government

Assessor
Housing Management Officer
Property Utilization Officer
Rent Control Investigator
Zoning Commissioner

The student will satisfy objective # 1 when he correctly names 3 careers for each category to total 15 careers.

2. These real estate careers should have been listed:

- | | |
|------------------------|--------------------|
| a. Apartment Manager | f. Salesman |
| b. Loan Closer | g. Title Searcher |
| c. Lease Buyer | h. Land Speculator |
| d. Contractor | i. Developer |
| e. Zoning Commissioner | j. Assessor |

If the learner correctly identifies 8 careers for 80% accuracy, he will have completed objective #2.

3. These real estate careers and businesses should have been predicted:

Businesses	Careers
a. Government	Zoning Commissioner
b. Construction	Contractor
c. Investors	Title Searcher
d. Agency	Appraiser

The learner must achieve 75% accuracy to complete this objective.

LEARNING ACTIVITIES

UNIT TITLE *Real Estate: Setting the Site* UNIT #2 OBJECTIVE #1

Group

1. Write the following question on the chalkboard before class begins:

What is Realty?

Begin a discussion by asking students what is meant by the word realty. If no one can give the answer, ask the group if anyone knows what real estate is. Ask students to give examples of real estate, bringing out homes, office buildings, stores, industrial plants, parks, farms, and any other local sites of interest. Explain to students that realty is land, buildings, and anything permanently attached to or on the land. Explain that real estate is often used in the same manner, however, a difference does exist. Real estate may include personal property or interests along with real property or realty transactions. An example might be the purchase of a home with appliances. The structure and the land would be realty. The structure, land, and appliances would involve real estate. Thus, the naming of real estate businesses.

Ask students if they can think of any kinds of real estate businesses. Use a questioning technique to evoke the five major categories of the agencies, investors, operations, construction, and government service. Such questions might include: What businesses would be concerned with building, developing, and improving land? What organization would be charged with enforcing property restrictions and rights? Which businesses would make an outlay of money for purchases or leases for profits other than banks.

Write the five categories on the chalkboard. Divide the class into five groups and assign each group one of the categories. Ask each student in a group to write down on his own as many marketing careers in that real estate category as he can in one minute. At the end of one minute, bring all the individuals of each group together and give them two minutes to compile a list of careers for their category.

Ask one student from each group to write his group's careers on the chalkboard. Review the careers in each category, asking for any additions or deletions from the entire class. Add any others which the group does not name and give brief descriptions of each one.

2. Have students make real estate business and career strips for the five categories of businesses and twenty-seven careers found in Student Handout #12, so that you have a total of 32 strips. These may be put on construction paper, posterboard, cardstock, or bond paper.

Divide the class into two teams and tape the five business strips along the top of the chalkboard. Shuffle the career strips and have the teams alternate placing the career strips under the correct business. Time each team member for the amount of time it takes him to place it under the correct business strip. The team with the least time wins.

Individual

1. Give the learner a copy of the Student Handout #12: "Real Estate Career Search" and have him complete the puzzle after you have explained the different categories of real estate businesses. When he has finished, review the word search puzzle and the careers found within the various businesses.
2. Provide the student with Student Handout #13: "Real Estate: Who Works Where?" Have him study the information about the different types of real estate businesses and the marketing careers available within them. When he has finished reading the material, ask him to complete the questions at the end of the information in the handout.

LEARNING ACTIVITIES

UNIT TITLE *Real Estate: Setting the Site* UNIT #2 OBJECTIVE #2

Group

1. After the students have covered the information in Student Handout #14, give them copies of the Student Handout #15: "Roleplaying in Real Estate." Divide the class into ten groups and give each of them one of the ten roleplaying situations. Allow each group about ten minutes to organize their activities.

Alternate having each group roleplay its given situation. At the end of each group's presentation, ask students to comment on the situation involved, as well as the activities of the persons involved. When all of the roleplaying has been completed, ask students to name some other real estate careers that were not included and explain the role which each of these marketers plays in real estate activities.

2. Distribute copies of Student Handout #16: "Career CBA's," and have each student prepare questions as directed. Discuss the rules of the game activity with the students, including who represents the career titles, what represents the activity, and where represents the kind of real estate business in which the person is employed.
3. Display examples of real estate documents used by real estate career personnel, including those in Student Handout #17: "Real Estate Forms." Ask students to explain how these forms would be used by personnel and the importance of each in real estate transactions. Include a lease, deed, mortgage, and a contract for sale of real estate.

Individual

1. Give the student a copy of Student Handout #14: "Programming Real Estate." Explain to the student how to use the programmed handout, reading and answering questions and then checking the answers in the right column. Review the career information and real estate material with him, emphasizing the activities of the real estate personnel.
2. Provide the student with a copy of Special Activity Sheet #2: "Career Exploration Chart," and ask him to complete it for the three real estate occupations of most interest to him. When he has completed the project, review his charts and talk to him about why he selected those three. Did he have a good understanding of the other real estate careers? Ask him to explain the activities of other real estate people.

Special Media

1. *Dictionary of Occupational Titles*
2. *Encyclopedia of Careers and Vocational Guidance*

LEARNING ACTIVITIES

UNIT TITLE *Real Estate: Setting the Site* UNIT #2 OBJECTIVE #3

Group

1. Distribute Student Handout #18: "Real Estate Race" to each student or explain the rules of the game activity. Have each student prepare questions as indicated in the handout. Explain to students that many of the questions should pertain to real estate situations in which it must be decided what real estate business and careers could handle the situations.

Review the questions and answers, adding some of your own. Play the game activity as directed in the handout.

2. Give each student a copy of the Student Handout #19: "Real Estate Careers" and have them study the information. Then ask each student to select two careers which interest him. Ask him to prepare a short situation sketch on each of his chosen careers leaving out the career titles and business he has selected. After ten or fifteen minutes, have students alternate reading their situation sketches to the group. Ask students to decide which career and business is involved in the various situations.
3. Study the information in the Special Activities Sheet #11: "Personality of the Day Project" and give each student a copy of the Special Activities Sheet #12: "Personality Questionnaire" to complete. Use the directions in implementing the activity and have the selected student act as "Realtor for a Day."

Provide the "Realtor" with a list of situations in which he might be involved and have him question classmates about the real estate businesses and careers which can become involved in handling various consumer and business real estate transactions.

Individual

1. Give the learner a copy of Student Handout #20: "Real Estate Situations" and have him study the situations described. Tell him to decide the real estate services, business, and careers which are needed to handle the situations involved.
2. Have the student prepare a bulletin board on "Careers in Real Estate" showing the five major real estate businesses and the careers within. Ask him to develop at least one situation for each business depicting how that business serves consumers and businesses and the careers that are involved in providing the services.



finance: getting the greenbacks

5. Although there are many finance careers available, the following are ones which are more frequently found in the following kinds of businesses. Some of the jobs listed occur in more than one business. For example, a credit interviewer might be found in any business that extends credit for loans or purchases.

Commerical Banks

President
Cashier
Teller
Loan Officer
Trust Officer
Repossessor
Interviewer
Collector
Investigator

Credit Union

Loan Officer
Credit Interviewer
Credit Authorizer
Account Collector
Finance Director
Customer Service Advisor

Finance Company

Credit Interviewer
Credit Investigator
Finance Manager
Credit Collector
Repossessor

Credit Card Company

Credit Manager
Charge Authorizer
Customer Service Advisor
Credit Investigator
Credit Collector

Securities Investors

Securities Salesman
Financial Analyst,
Securities Broker
Floor Rep (Broker's)

6. Although many financial career personnel in various businesses may perform similar tasks, some of the career titles will vary. A good example of this would be an authorizer. If the person works for a credit card company, his job title is a Charge Authorizer. If he works for a finance company, he would be known as a Credit Authorizer. The manager may be a credit manager, or loan officer, or president.

7. Some job opportunities available according to major services performed are:

Checking and savings—teller, cashier, manager

Loans and credit—loan officer, credit and collections manager, cashier, credit authorizer

Trusts—trust officer, trader

Safekeeping—vault clerk

Securities—clerk, salesman, analyst, broker

8. Many forms are handled by employees of financial institutions:

1. Deposit and withdrawal slips—checking and savings
2. Personal, traveler's, and cashier's checks—checking
3. Bank statement—checking, savings, loans
4. Promissory note, installment contract, credit application, mortgage, deed, certificate of title, credit care—loans
5. Passbook, certificates of deposit—savings
6. Stock Certificates—investments

Equipment

1. Overhead projector, projection screen, camera
2. 16 mm projector, slide projector, filmstrip projector
3. Tape recorder, record player, bulletin board

Materials

1. Films: "Banking in Action"
 "Banker"
 "Banking"
 "Banking for You?"
 "Is a Career in Banking for You?"
 "Is a Career in Finance, Insurance or Real Estate For You?"
 "Man's Confidence in Man"
 "Market in Motion"
 "Step Into Banking"
 "The Investor and the Market-Place"
 "The Lady and the Stock Exchange"
 "The Littlest Giant"
 "The One Man Band That Went To Wall Street"
 "Your Town"
2. Filmstrips: "Money and Banking," "Just a Teller," "The Financial Market"
3. Cassette Tapes: "American Occupations," Jasper Ewing
 "Banker"
 "Career Development Series," Imperial Films
 "Careertapes: Credit Manager," MacMillan Library Services
4. *Banking: A Career for Today and Tomorrow*, American Bankers Association
5. *Banking: An Opportunity for You* booklet, American Bankers Association
6. *Careers Briefs*, Careers Publications, Inc.
7. *Career Opportunities: Marketing, Business, and Office Specialists*
8. *Dictionary of Occupational Titles*, Volume I
9. *E is for Economics*, F. A. Owen Publishing Company
10. *Encyclopedia of Careers and Vocational Guidance*, Volume I
11. *Handbook of Job Facts*, Science Research Associates
12. *How to do Your Banking*, local banks
13. *Money Management Series*, Florida Cooperative Extension Service
14. *Occupational Briefs*, Science Research Associates
15. *Occupational Guidance Booklets*, Finney Company

16. *Occupational Outlook Handbook*. U.S. Department of Labor
17. *Opportunities in the Securities Business*. Vocational Guidance Manuals
18. *Should You Be a Banker*. booklet. New York Life Insurance Company
19. *Teenagers Introduction to the Stock Market*. Price, Stern, Sloan
20. *The Story of Checks* comicbook. Federal Reserve Bank
21. *Understanding the Stock Market*. Bantam Books
22. *What Everybody Ought to Know About this Stock and Bond Business*. Merrill Lynch, Pierce, Fenner, and Smith, Inc.
23. *Widening Occupational Roles Work Briefs*. Science Research Associates
24. *Your Future: Careers in Consumer Finance* booklet. National Consumer Finance Association

Supplies

1. Posterboard, construction paper, card stock, financial forms
2. Magic markers, felt tip pens, colored pencils, crayons
3. Glue, scissors, tape, staplers, thumb tacks, rulers
4. Slide film, flash cubes, transparency acetates

Special Resources

1. Student Handouts: 21-29.
2. Field Trip
3. Commercial Games: "Venture," "Money Card," "Bazaar"

THE FINANCE SCENE — KEY

1. Any three answers under each heading are acceptable:

<i>Commercial Banks</i>	<i>Finance Company</i>
President	Credit Interviewer
Cashier	Credit Investigator
Teller	Finance Manager
Loan Officer	Credit Collector
Trust Officer	Repossessor
Repossessor	
Interviewer	<i>Credit Card Company</i>
Collector	Credit Manager
Investigator	Charge Authorizer
<i>Credit Union</i>	Customer Service Advisor
Loan Officer	Credit Investigator
Credit Interviewer	Credit Collector
Credit Authorizer	
Account Collector	<i>Securities Investors</i>
Finance Director	Securities Salesman
Customer Service Advisor	Financial Analyst
	Securities Broker
	Floor Rep (Broker's)

The student will have exhibited sufficient knowledge for objective #1 if he attains a score of 12 correct answers or 80% accuracy on this measurement item.

Career titles:

2. 1. Credit Authorizer 6. President
 2. Floor Representative 7. Credit Interviewer
 3. Teller 8. Trust-Vault Clerk
 4. Charge Authorizer 9. Customer Service Advisor
 5. Securities Broker 10. Credit Manager

NOTE: If the student gives 8 correct career titles on this test item for 80% accuracy, he will have achieved acceptable proficiency for objective #2.

3. The following businesses and careers should have been recommended:

<i>Consumer Situation</i>		<i>Business Situation</i>	
<i>Business</i>	<i>Careers</i>	<i>Business</i>	<i>Careers</i>
Credit Card Company	Investigator Charge Authorizer Credit Manager	Commercial Bank	Interviewer Investigator Loan Officer

This objective #3 will be satisfied if the student supplies 6 correct answers for 75% accuracy.

THE FINANCE SURVEY — KEY

1. Any three answers under each heading are acceptable:

<i>Commercial Banks</i>	<i>Finance Company</i>
President	Credit Interviewer
Cashier	Credit Investigator
Teller	Finance Manager
Loan Officer	Credit Collector
Trust Officer	Repossessor
Repossessor	
Interviewer	
Collector	
Investigator	
<i>Credit Union</i>	<i>Credit Card Company</i>
Loan Officer	Credit Manager
Credit Interviewer	Charge Authorizer
Credit Authorizer	Customer Service Advisor
Account Collector	Credit Investigator
Finance Director	Credit Collector
Customer Service Advisor	
	<i>Securities Investors</i>
	Securities Salesman
	Financial Analyst
	Securities Broker
	Floor Rep (Broker's)

The student will have exhibited sufficient knowledge for objective #1 if he attains a score of 12 correct answers or 80% accuracy on this measurement item.

Career titles:

- | | |
|------------------------|--------------------------|
| 2. 1. Loan Officer | 6. President |
| 2. Credit Investigator | 7. Securities |
| 3. Cashier | 8. Securities Broker |
| 4. Trust-Vault Clerk | 9. Teller |
| 5. Credit Interviewer | 10. Floor Representative |

NOTE: If the student gives 8 correct career titles on this test item for 80% accuracy, he will have achieved acceptable proficiency for objective #2.

3. The following businesses and careers should have been recommended:

<i>Consumer Situation</i>		<i>Business Situation</i>	
<i>Business</i>	<i>Careers</i>	<i>Business</i>	<i>Careers</i>
Credit Card Company	Investigator Charge Authorizer Credit Manager	Commercial Bank	Interviewer Investigator Loan Officer

This objective #3 will be satisfied if the student supplies 6 correct answers for 75% accuracy.

LEARNING ACTIVITIES

UNIT TITLE *Finance: Getting the Greenbacks* UNIT #3 OBJECTIVE #1

Group

1. Ask the students some different places where they could invest or borrow money. Discuss the financial institutions of banking, including commercial banks, savings banks, savings and loans associations. Cover the other kinds of financial institutions which serve consumers and businessmen, namely, finance companies, credit unions, credit card companies, and securities investment companies.

Ask students to explain the differences among these institutions. Include a discussion about the marketing services which each provides from the following possibilities: loans, investments, savings, checking, trusts, safekeeping of valuables, and credit card purchases. Write each of the types of financial businesses on the chalkboard and draw columns under them. Select different students to go to the board and write the kinds of services that that business offers. Review these with the group.

Have another group of students come to the board. Let each of them pick one of the financial businesses. Ask the students to write the career titles of any jobs they think might be found in those businesses. After a couple of minutes, have students in their seats review the careers that have been listed. Include any other which the students have not mentioned, so that all careers on the test items have been covered.

Explain to the students that insurance and real estate are sometimes considered financial institutions. Tell them that most real estate businesses are mostly concerned with realty transactions and services as learned in the previous unit. Explain to the group that insurance businesses are primarily concerned with protection against risks.

2. Divide class into five groups. Assign each group one of the following areas, so that each group has a different subject: banking, credit unions, finance companies, stock exchange, and credit card companies. Ask each group to compile a list of the possible careers which could be found in a business of that category.

Have each group prepare a short skit in which the students assume the various roles. A student may assume more than one role to cover them. Allow each group approximately fifteen minutes to practice their skits. Provide them, if possible, with some materials of that kind of business. Some samples might include: checks, deposit forms, loan and credit applications, promissory notes, stock certificates, and credit cards, etc.

Have each group present its skit. Ask the rest of the class to identify the kind of business in which these career people are employed. Invite any other career titles which were not portrayed. Follow the same procedure for each. Emphasize that some of the businesses have similar activities performed, although the career titles may be slightly different.

Individual

1. Distribute Student Handout #21, "Financial Industry Careers" to the learner and ask him if he can guess the kinds of businesses which should be written on the line above each group of career titles. Give him ten minutes to make his decisions.

When he has finished, ask him what the word finance means to him. Relate the term to him personally, such as funds for him to go to the movies or buy a record. Review the kinds of financial institutions with him and the marketing careers found within them. Discuss the role of finance in other businesses--retailers, wholesalers, marketing services, procedures.

Ask the student what kinds of financial services consumers or businesses can obtain at a financial institution or other businesses. Include the major services of the different kinds of banks, security investment companies, credit unions, finance companies, and credit card companies.

2. Give the student a copy of Student Handout #22: "Finance Careers in Business" to complete. Explain to the student that he has a list of marketing careers in finance which are found in various financial institutions. He must decide under which column heading the career title may go. Advise him that there are a few which may be written under more than one column.

When the student has completed the handout, discuss the careers and businesses with him. Explain that some career titles and job functions are similar, but the slight difference in title indicates the different kind of business, such as the credit authorizer and the charge authorizer. Discuss the various financial services and activities which take place in the different kinds of financial institutions and other marketing businesses.

If possible, have the student visit a commercial bank, a stock exchange office, and a finance company. Let him collect samples of forms used by the different institutions and prepare a bulletin board named "Forms in Financial Careers" or something comparable. Have the student identify financial careers around the forms to show the relationship between the forms and careers.

Special Media

1. Films: "Bread" "Banking in Action" "Step Into Banking"
"Is a Career in Banking for You?" "Your Town"
"Is a Career in Finance, Insurance, or Real Estate for You?"
"Twenty-Four Hours in the Life of a Check"
"The Lady and the Stock Exchange"
"The One Man Band That Went to Wall Street"
2. Filmstrips: "Just a Teller" "The Financial Market"
3. Cassette Tapes: Career Development Series, Imperial Films
"Banker" "Stockbroker"
4. Careers Briefs, Careers Publications, Inc.
5. Career Opportunities: Marketing, Business, and Office Specialists

LEARNING ACTIVITIES

UNIT TITLE *Finance: Getting the Greenbacks* UNIT #3 OBJECTIVE #2

Group

1. After you have covered the information in Student Handout #25 concerning the job duties of marketing career personnel in finance, explain the game activity "Jeopardy" of Student Handout #23 or give each student a copy. Designate the following five categories for the quiz show activity:

Banking, Credit Unions, Finance Co., Stock Exchange, Credit Card

As indicated in the quiz show directions, have each student prepare three questions for each of the categories. Have the authorities edit the questions. Review these and have them typed on a bulletin typewriter or a typewriter with an orator element, so that the questions may be projected on an overhead or opaque projector.

If possible, obtain a peg board in which you can arrange twenty-five hooks for each of the questions. If not, you may use a bulletin board, a chalkboard, or the overhead projector to show the gameboard. If you use a peg board or a bulletin board, have students make question cards large enough to be read, so that the students can read them as well as hear the moderator read them.

If you are using the activity with more than ten students, it is suggested that you involve a team of three students each for the quiz show. Plan and implement the game activity as explained in the directions.

2. Explain the rules of the "Finance Baseball" game activity or distribute a copy of the Student Handout #24 to each of the students. Have each student prepare two sets of questions with each set containing six questions. Explain to the students that each set should be on an area of finance, such as securities or banking. Tell the students that five of them in each set should vary in difficulty. Have him indicate the easiest question with a "1" and the most difficult question with a "50" as explained under preparation. The sixth card, a "bonus" card should be of moderate difficulty and identified on the student's paper with a "1."

Be certain that questions are submitted for each career area of finance. You may wish to ask for volunteers in the different categories. Edit the questions and have them typed or written on cards or slips of paper. If possible, use six different colors to differentiate the varying yardage attempts and the touchdown point. Play the game as directed.

Individual

1. Give the student a copy of the Student Handout #25: "Financial Specialists in Marketing Services." Ask the student to read the information handout and see if he can identify the businesses in which these personnel would be working. After the student has completed the handout, review the finance careers with him, emphasizing the kinds of businesses in which each is employed and brief job descriptions of each career.

Tell the student you want to find out what students know about marketing careers in finance. Have him prepare a simple one page questionnaire concerning the financial services, businesses, and careers. He might ask students questions relating to career opportunities, advancement possibilities, educational requirements, advantages and disadvantages of the careers.

When he has completed his survey, have him prepare a visual display on a poster or bulletin board showing the survey results and conclusions. Ask him if he has any recommendations to make as a result of the survey.

2. Distribute the Student Handout #26: "Who's Who in Finance" to the learner. Explain to the student that these are fifteen of the careers he studied in Student Handout #25. Ask him to see how well he can do without the aid of the handout. When he has completed the fifteen career matchings, have him check his answers against his handout. Then review his responses to be certain he has the correct answers and to clarify any misunderstandings.

Special Media

1. *Dictionary of Occupational Titles*, Volume I
2. *Encyclopedias of Careers and Vocational Guidance*, Volume I
3. *Handbook of Job Facts*, Science Research Associates
4. *Job Experience Kit: Motel Manager*, Science Research Associates
5. *Occupational Briefs*, Science Research Associates
6. *Occupational Guidance Booklets*, Finney Company
7. *Occupational Outlook Handbook*, U. S. Department of Labor
8. *Widening Occupational Roles Work Briefs*, Science Research Associates

LEARNING ACTIVITIES

UNIT TITLE *Finance: Getting the Greenbacks* UNIT #4 OBJECTIVE #3

Group

1. Duplicate a few copies of Student Handout #27: "Financial Roleplays." Cut the roleplay into nine strips, so that one situation can be given to a student. Divide the class into nine groups. Give each member of a group a copy of that group's roleplay situation.

Allow the groups about five minutes to study their situations. Alternate calling on groups to roleplay their situations and create a discussion following each of them. Discuss the needs of businesses and consumers that are served by the financial businesses and career personnel. Develop a few situations similar to those in the Financial Survey and let students predict the business and careers that would handle them.

2. Create five financial businesses in the room. Have students construct teller windows and other props with cardboard boxes, posterboard, construction paper, etc. Check with an industrial arts teacher for any scrap material which you might use.

Distribute appropriate forms to the five finance businesses. Have students bring in examples of some they can obtain in the community. Assign students to one of the five businesses. Give each business one consumer and one business situation. Have the business groups study the situations and decide whether their business and personnel could handle the situation, or if it would be better handled by one of the other businesses.

Give each business ten minutes to review their situations and come to a conclusion. Have a spokesman from each business group explain his group's decision. Follow the same procedure for each group.

Individual

1. Provide the learner with a copy of Special Activity Sheet #3: "Career Interview." Call local financial businesses and arrange appointments for the student with at least three different kinds of businesses, such as a commercial bank, a stock exchange, and a finance company.

Have the student prepare some additional questions to ask each businessman. Questions should include how that business and its personnel serve consumers and businesses as compared to other financial businesses.

Individual

2. Give the learner a copy of Student Handout #28: "Finance Decisions" and have him complete the activity. Explain to the student that he should check the column of the business which would best handle the situation and give his reasons for selecting that one in space under each situation. Ask him to identify at least three marketing careers which would be involved in handling the situation and write them on the lines shown.

3. Provide the student with Student Handout #29: "Finance Personalities" and have him match the marketing finance careers with the personality trait he thinks best describes that career. When he has completed the matching activity, discuss his responses with him. Were there some personality traits that he would have used more than others for all or most of the careers?

Discuss the different careers and the businesses for which they work. Give the student a few business and consumer situations, and ask him to decide which business would best handle the situation and what careers would be involved in providing the service.

Special Media

1. *Dictionary of Occupational Titles*, Volume I
2. *Encyclopedia of Careers and Vocational Guidance*, Volume I
3. *Handbook of Job Facts*, Science Research Associates
4. *Job Experience Kit: Motel Manager*, Science Research Associates
5. *Occupational Briefs*, Science Research Associates
6. *Occupational Guidance Booklets*, Finney Company
7. *Occupational Outlook Handbook*, U.S. Department of Labor

insurance: running the risks



INSURANCE: RUNNING THE RISK

Competency

Ability to relate the marketing careers in insurance to the insurance coverage needed in various business and consumer situations.

Objectives

1. Given a list of twenty careers in marketing, the student will identify the insurance occupations with 75% accuracy. (knowledge)
2. Given ten job titles of insurance occupations and their descriptions, the student will match the job title to its description with 80% accuracy. (comprehension)
3. Given one consumer and one business situation, the student will relate five kinds of insurance coverage needed for the situations and five insurance careers that would be involved with 80% accuracy. (application)

Concepts

1. Marketing risks are the possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
2. The factors which cause marketing risks may be grouped into three main categories or classes:
 - a. Market conditions—changes in prices, consumer demand, competition
 - b. Human factors—unusual acts of dishonesty, illness, carelessness
 - c. Natural perils—fire, disease, earthquakes, coldness, hurricanes
3. Two methods of minimizing risks help to reduce the chances of financial losses to businesses, as well as to individuals:
 - a. Good management practices—planning and implementing safety practices
 - b. Shift of losses to others—purchasing insurance to cover losses.
4. It is through the two methods of reducing financial losses that marketing career opportunities exist. Since risk is one of managements' job responsibilities, the wise manager shifts large risks to insurance companies when possible.
5. The primary industry which has its business operations centered around risk bearing is the insurance industry. Marketing careers are found throughout the insurance industry:
 - a. Branch or District Manager—supervises and coordinates all activities for the company in that office or territory
 - b. Field Representative—trains, advises, and inspects agents
 - c. Sales Agent—sets policies and services customers for one company
 - d. Independent Agent—sells insurance as an agent for several companies

- e. *Insurance Broker*—represents the client in purchasing insurance from the company which best meets that customer's needs
 - f. *Underwriter*—studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations
 - g. *Policy Writer*—studies needs of the customer and issues policy
 - h. *Policy Checker*—reviews policy to see if it is complete and meets the needs of the customer
 - i. *Premium Clerk*—studies policy and risk factors to determine the correct classifications and calculates the premium
 - j. *Business Auditor*—visits and inspects businesses to check if the premium is correct for that business' type, size, location, etc.
 - k. *Claims Analyst*—checks life and health losses for payment
 - l. *Claims Adjuster*—checks property damages to see if the losses are covered and determines the amount of the reimbursement to insured
 - m. *Salvage*—sells or disposes of the damaged property after claims
6. Many insurance opportunities or agencies are found in other businesses:
- a. *Insurance Consultant*—provides business management and government officials with insurance information and recommendations for management decisions
 - b. *Marine Insurance Specialist*—prepares insurance certificates on foreign trade shipments, processes insurance, fixes premium rates
 - c. *Insurance Examiner*—inspects policies, procedures, and personnel of insurance companies for government agencies
 - d. *Insurance Coordinator*—secures company insurance coverage for firm's property and personnel
7. Five major kinds of insurance coverage may be obtained by individual consumers as well as by business and organizations.
- Life—protection against financial loss caused by death or retirement (ordinary, group)
 - Health—coverage for financial loss caused by illness or accident (hospital, surgical, medical, salary protection, life, or medical).
 - Social—publicly financed insurance protection for financial losses caused by death, disability, retirement, illnesses, injuries, and unemployment (Social Security, Workmen's Compensation, Unemployment Benefits).

Property - insurance coverage for financial losses to real and personal property by natural and human causes (home, automobile, boat, trailer, personal belongings, business structure, inventory, equipment).

Liability - protection of persons or businesses against financial loss from claims made by others for personal injury or property damage. (personal, professional, property)

Equipment

- 1 Overhead Projector, 16mm movie projector, filmstrip projector
- 2 Tape Recorder and Record Player

Materials

- 1 Films: "For Some ~~Meet~~ Watch," Business Education Films
"The Invisible Force," Association Films
"World Wide Insurance Venture," Modern Talking Picture Service
2. Filmstrips: "Business of Keeping Promises," Audio-visual Associates
"Careers in Insurance," American Insurance Institute
"Insurance Careers," Institute of Insurance
3. Books: "A Life Career," Institute of Insurance
"Careers in Property and Liability Insurance," Insurance Information Institute
"It's Up To You," Institute of Insurance
"Who Says a Good Insurance Job Has to be Dull?"
4. Current Departmental Marketing, Business and Office Specialists
5. Current Opportunities, New York Life Insurance Company
6. Insurance Age, Vol. 11, No. 9, May, 1973, "Surprising Scope in Insurance Careers"
7. Occupational Outlook Handbook
8. Encyclopedia of Careers and Vocational Guidance, Vol. I & II
9. Finding Your Job Booklets, Finney Company
10. A Handbook of Job Facts, Science Research Associates
11. Occupational Outlook Handbook, US Department of Labor
12. Occupational Briefs, Science Research Associates
13. Insurance Job Guide Booklets, Finney Company
14. Occupations and Careers, Webster-Graw-Hill Company
15. A Beginning Occupationally Related Briefs, Science Research Associates

Supplies

- 1 Construction paper, poster board
- 2 Glue, face, scissors, magic markers

Special Resources

- 1 Student Handouts = 30 \$8
- 2 Commercial Game, Dress Up, \$7.00

THE INSURANCE SCENE—KEY

1. The following insurance careers should have been marked:

Marine Insurance Specialist	Policy Writer
Sales Agent	Claims Adjuster
Field Representative	Premium Rate Clerk
Underwriter	Salvor Agent
Independent Agent	Claims Analyst
Insurance Broker	Insurance Coordinator

A score of 9 correct answers or 75% accuracy will indicate satisfactory knowledge on this test item for objective #1.

2. The following answers should have been identified:

1. E	6. A
2. C	7. L
3. H	8. D
4. G	9. K
5. B	10. J

When the student correctly identifies 8 of the marketing risk careers on this evaluation instrument, he will have successfully completed objective #2.

3. The following kinds of insurance coverage and careers could be involved:

CONSUMER SITUATION		BUSINESS SITUATION	
Careers	Coverages	Careers	Coverages
Sales Agent	Personal Life	Underwriter	Public Liability
Insurance Coordinator	Comprehensive Medical	Policy Writer	Product Liability
Branch Manager	Salary Protection	Policy Checker	Property Damage
Field Rep	Social Security	Premium Clerk	Business Interruption
Underwriter	Homeowner's	Business Auditor	Social Security
Policy Writer	Automobile	Consultant	Unemployment
Policy Checker		Branch Manager	Insurance
Premium Clerk		Sales Agent or Broker or Independent	Workmen's Compensation
Consultant		Agent	Business Life Group Major Medical

The student will demonstrate acceptable proficiency for objective #3 when he can identify 4 careers and 4 coverages for each situation to total 16 correct answers for 80% accuracy.

THE INSURANCE SURVEY—KEY

1. The following twelve careers should be circled:

- | | |
|--------------------------|---------------------------|
| 1. Claims Analyst | 7. Claims Adjuster |
| 2. Salvor Agent | 8. Underwriter |
| 3. Insurance Sales Agent | 9. Insurance Examiner |
| 4. Field Representative | 10. Independent Agent |
| 5. Premium Rate Clerk | 11. Policy Checker |
| 6. Insurance Broker | 12. Insurance Coordinator |

If the student correctly identifies 9 of the careers for 75% accuracy, he will have demonstrated adequate proficiency for objective #1.

2. The following answers should have been given:

- | | |
|------|-------|
| 1. A | 6. I |
| 2. B | 7. J |
| 3. H | 8. G |
| 4. C | 9. K |
| 5. E | 10. L |

The student will have achieved acceptable performance on this evaluation item for objective #2 if he attains 8 correct answers for 80% accuracy.

3. The following kinds of insurance coverage and careers could be involved:

CONSUMER SITUATION		BUSINESS SITUATION	
Careers	Coverages	Careers	Coverages
Branch Manager	Personal Life	Underwriter	Professional Liability
Field Rep	Annuity	Policy Writer	Public Liability
Premium Clerk	Major Medical	Policy Checker	Product Liability
Underwriter	Salary Protection	Premium Clerk	Property Damage
Policy Writer	Social Security	Business Auditor	Business Interruption
Policy Checker	Tenants Policy	Consultant	Social Security
Broker or Sales Agent or Independent Agent	Automobile	Branch Manager	Unemployment Insurance
		Sales Agent or	Workmen's Compensation
		Broker or	Business Life
		Independent Agent	Group Major Medical

1. Student will demonstrate acceptable proficiency for objective #3 when he can identify 4 careers and 4 coverages for each situation to total 16 correct answers for 80% accuracy.

LEARNING ACTIVITIES

UNIT TITLE *Insurance: Running the Risk* UNIT #4 OBJECTIVE #1

Group

1. Begin the discussion in class by asking the question: "Have any of you ever taken a risk?"
 - Create interaction among students about the kinds of risks that they have taken. Ask someone to explain what they mean by the word. Explain that it is the possibility of financial loss to persons or property. Relate how financial losses occur through accidents, deaths, etc. Ask students to explain how a risk can be avoided or reduced.

Tell students that businesses assume risks too. Ask them if they can think of any risks that businesses take. Include examples relating to nature (fire, hail), people (carelessness, dishonesty), and economic conditions (depression, inflation). Ask students how these risks are handled. Create a discussion evolving around safety precautions by good management policies and the purchase of insurance.

Explain to the students that, generally speaking, risk responsibilities are part of the management's duties, and that in this unit they will primarily explore marketing careers in insurance. Ask students if they can think of any careers in insurance. This should lead to the sales and/or independent agent and the claims adjuster. Relate other careers to these two jobs. Reemphasize the careers and write them on the board or overhead projector.

2. Make an overhead transparency of Student Handout #30, "Insurance Career Scramble" place it on the overhead projector. Reveal only one career at a time, letting student guess which marketing career in insurance the job is. Follow the correct identification of the career with an explanation of what that person does in an insurance company or in connection with it.

Continue through each of the insurance careers, showing one career at a time and following it with an explanation of that job function or description. To keep students interested, interject insurance stories by yourself or have students volunteer experiences or knowledge. Try to include as many business situations as possible, but relate the importance of insurance and the insurance personnel to the students and their lives.

When you have completed this with the students, ask them to go home and find out if their families have insurance—personal, professional, or business. Ask them to find out what kind it is, who sold it to them. Is it a group policy handled by an industrial or business insurance coordinator of the company or agency? Was it purchased from a main office sales agent? Was it obtained from an independent agent of the company, such as a State Farm representative in his own office? Was it gotten from an insurance broker who handles insurance for many companies? When the students return, review the information gathered, and relate these careers to the others in the field of insurance.

Group

3. Write the following insurance careers on the chalkboard:

SALES AGENT	POLICY CHECKER
INDEPENDENT AGENT	INSURANCE COORDINATOR
INSURANCE BROKER	SALVOR TRAINEE
BRANCH MANAGER	INSURANCE EXAMINER
UNDERWRITER	CLAIMS ANALYST
POLICY WRITER	PREMIUM CLERK
INSURANCE CONSULTANT	BUSINESS AUDITOR
MARINE SPECIALIST	CLAIMS ADJUSTER
SALVOR AGENT	FIELD REPRESENTATIVE

Have each student prepare a word search puzzle using the careers. Explain to the students that they may have twenty minutes to construct the puzzle using all of the careers. Explain that they should try to use as few spaces as possible and that the career titles may be written across, down, or diagonally. You may want to include variations, such as words written backwards or overlapping.

Have students figure the number of spaces they have used in their puzzles and recognize the winner. Have students exchange puzzles, circling the career titles and checking each other to see that all of the career titles have been used in the puzzle.

Individual

1. Distribute the Student Handout #30, "Insurance Career Scramble" puzzles for the student to work. When he has finished identifying the eighteen careers in insurance, give him several of the resources identified under Special Media below. Ask him to investigate each of the career titles and write a short explanation of each of them. Tell him that he may present the information in any manner he wishes --a short story, a poem, a poster, bulletin board, a monologue, etc. Review the information he gathers with him periodically to be certain he understands each career researched.
2. Ask the student to inventory his personal belongings at home using the Student Handout #31, "Personal Possessions Package." When the student returns to school, ask him to place a check next to the ten items of all those that he has listed that he would keep if he had to lose some of them. Have him place a check in the box in front of each item listed. Ask the student to explain why he selected those ten items from all those he had listed. He may do this orally or on paper.

Explain to the student that when he is out on his own working, he can buy insurance to protect his financial investment in them, even if he does not own his house. Tell him that he could buy a renter's policy for a very small amount of money. Inform the student that he is going to assume he is out and working, and he is going to purchase a renter's policy to protect his personal belongings. Ask him to identify orally or in writing at least twelve insurance careers that would be involved from the time he applied for the policy and the time it was issued to him. Review these careers with him and discuss others that he has omitted.

Special Media

1. Film, "For Some Must Watch," Business Education Films
"World Wide Finance Venture," Modern Talking Picture Service

2. Filmstrips: "Business of Keeping Promises," Audio-Visual Associates
"Careers In Insurance," American Insurance Institute
"Insurance Careers," Institute of Insurance
3. Booklets: "A Life Career," Institute of Insurance
"Careers in Property and Liability Insurance," Insurance Information Institute
"It's Up To You," Institute of Insurance
4. *Career Opportunities: Marketing, Business and Office Specialists*
5. *Career Opportunities*, New York Life Insurance Company, "Life Insurance"
6. "Career World," Vol. 1, No. 9, May 1973, "Surprising Scope in Insurance Careers"
7. *Dictionary of Occupational Titles*, "Insurance" "Salesman" "Claims"
8. *Encyclopedia of Careers and Vocational Guidance*, Vol. I, "Insurance"

LEARNING ACTIVITIES

UNIT TITLE *Insurance: Running the Risk* UNIT #4 OBJECTIVE #2

Group

1. Duplicate the career descriptions in Student Handout #32: "Insurance Career Clues" for the class and cut them apart. Distribute one each to fifteen of the students. Have each of them study the clues and see if he can identify it. Tell him to keep it a secret if he knows it. Divide the rest of the class into two teams. If an extra student remains, have him serve as a scorekeeper.

Explain to the students that each one of the fifteen students representing one of the insurance occupations will read one clue to his personality. A flip of the coin can determine the team who may go first. Then that team may collaborate to decide who that risk personality is. The team receives one guess. If they are correct, they receive 5 points. If they are not correct, the other team earns a chance to identify the career. If that team cannot identify the career either, the student holding that clue card has a chance to win five points by correctly identifying the risk career. Remember, the cards do not have the career titles on them. If he cannot answer, any of the other fourteen career personality students may try.

If no one can identify the career on the first clue, repeat the procedure for another clue. If none of the students can identify it on the second clue, have that risk personality read all of the remaining clues. If a team or individual guesses the risk career on the first clue, 5 points are earned. If the career is identified on the second clue, 3 points are added to that team or person's score. If the risk personality is named on the third clue or set of clues, 1 point is earned.

If no student can identify the risk career, review the information with the students and explain that career title and description. Notice from the above game situation, that all students, individual as well as the team, have an opportunity to win the game. The winner could be named "the insurance agent of the day" or the "insurance team of the week."

2. Study the information in Student Handout #33: "Hollywood Squares" and give each student a copy of the directions if possible. Distribute a sheet for students to indicate whether they would prefer to serve as panelists (like Charlie Weaver), contestant (X or O), moderator (ask the questions), score-keeper, judge, or authorities. Have ten students sign under the panelists column in case someone is absent that day.

As indicated in the directions, have each student prepare ten questions—in this case, about insurance and insurance careers. Have the authorities review the questions, and submit their final copies to you. Type these, if possible, on a large bulletin typewriter or a typewriter with an orator element. Make transparencies of these questions, so they can be projected on the overhead screen as well as be read by the moderator. Supply each of the nine panelists with the questions and answers. This is good reinforcement for them and provides them with the correct information to give the answer or "bluff" a contestant. If time allows, rotate students among the various positions, especially between contestants and panelists.

Individual

1. Give the learner a copy of the Student Handout #32: "Insurance Career Clues" and have him study the clues to identify the insurance career that is explained. When he has completed studying the career clues and writing in the career title in the blank provided, review each of the careers with him, emphasizing how each is involved from the time a policy is initiated until the policy is issued.

If possible, have the student visit a local insurance agency or office to observe the activities and talk to employees. When he returns ask him to present a review of his experience orally, in writing, or by some visual means. Perhaps he might wish to tape his report on a tape recorder.

2. After the student has become familiar with risk careers in insurance and job descriptions of each person, give him a copy of the Student Handout #34: "Insurance." Explain to him that there are seventeen careers listed and seventeen allocations for Christmas bonuses. Remind him that some of the people are not salaried employees of the insurance company or actual company personnel, but that they serve the company by providing new clients.

Be sure to explain to students that if there are any persons they do not think should get a bonus, they should leave that space blank and explain their reasoning on the back of the paper. If this should happen, then the student may wish to allocate that money to someone else. If so, this may also be included on the back with justification for the decision.

When the student has finished assigning the bonuses, ask him to explain why he chose the people he did for the high bonuses, the low bonuses, and the "middle of the roaders." Review the responsibilities of each and include those careers not on the list before the student is evaluated.

Special Media

1. *Occupational Outlook Handbook*, "Insurance Agents and Brokers"

2. *Occupational Briefs*, Science Research Associates
"Insurance Adjusters" "Insurance Agents"

Occupational Guidance Series, Finney Company

"Casualty Underwriter"
"Insurance Agent"

"Fire Investigator"
"Insurance Auditor"

4. *Occupations and Careers*, "Sales Occupations"

5. *Widening Occupational Roles Work Briefs*, Science Research Associates

"Insurance Agents" "Insurance Adjusters" "Insurance Clerks"

LEARNING ACTIVITIES

UNIT TITLE *Insurance: Running the Risk* UNIT #4 OBJECTIVE #3

Group

1. After you have covered the information in Student Handout #35: "Policies For Protection," develop some roleplay situations on types of insurance. Select students to roleplay the various situations questioning the class about each of them as they are completed. Review the five major kinds of insurance and examples of each during your summary.

Three roleplaying situations which you might use are:

Role Play #1—Mr. and Mrs. Wooten have just returned from their honeymoon. Mr. Wooten earns an above average salary. Mrs. Wooten does not work. They have two cars which are paid for. They have just bought a house. Mr. and Mrs. Wooten walk into the City-State Insurance office and ask to speak to Mr. Nolan. Mr. Nolan is an agent who has been recommended to the Wootens as the man to talk to about their insurance needs. Mr. Nolan decides what type of insurance services this young couple might need.

Role Play #2—Mr. Peaton has just bought a roofing business which is located on Main Street. He comes into the City-State Insurance Company office to ask Mr. Nolan's help in determining what kinds of insurance he will need for this business.

Role Play #3—Gene Daley is 22 years of age. He just graduated from the local community college with a bright future in wholesaling. He saves a good part of his salary every month since he has no one dependent on him. He feels he must get advice on insurance, he is not sure if he needs insurance or not. Will Mr. Nolan please help him.

2. Duplicate blank cards using Student Handout #36: "The Protectors," as a guide or have each student design his own. Rotate the types of policies under each column or have students write the policy types in the blanks of their choice under the appropriate column.

Have each student write five descriptions of situations which would be covered by the five major kinds of insurance. Thus, each student would prepare one each of life, health, social, property, and liability insurance. Prepare some additional descriptions yourself.

Explain to students that you will read out the description of a business or consumer situation. Ask them to decide what kind of insurance would handle the situation. Have them look on their cards and mark the specific type of coverage in that category which would protect the policy holder.

3. Inform the group that the first person to obtain 5 types of insurance or blocks in a row across, down, or diagonally, should call "Protectors" to win the game. Relate various insurance personnel who could be involved in various situations.

Insurance

1. Give the learner a copy of Student Handout #35: "Policies For Protection" and have him study the information. When he has covered the information, review the kinds of insurance and types of policies. Ask the student to complete the activities at the end of the handout and check them when he has finished them.

2. When the student has covered the material in Student Handout #35, "Policies For Protection," ask him to read section "Insurance Investigations" again in the Student Handout #37. Discuss various types of insurance coverage, the situations that they cover, and the insurance personnel who may become involved.
3. Give the pupil a copy of Student Handout #38, "Insurance Investigations," and have him complete each section. After he has answered all of it, discuss his answers clarifying the kinds of insurance and the situations each one handles.



**transportation--
getting them there**

TRANSPORTATION: GETTING THEM THERE

Competency

Ability to relate the transportation businesses and marketing careers to the movement of people and products for various business and consumer situations.

Objectives

1. Given the five major methods of transportation, the student will identify two marketing careers for each of the five methods with 80% accuracy. (knowledge)
2. Given job descriptions of ten transportation careers, the student will give the correct job title and the transportation industry in which that career is found with 80% accuracy. (comprehension)
3. Given five business and consumer situations, the student will select the transportation businesses and marketing careers which would be appropriate for the situations with 80% accuracy.

Concepts

1. Transportation provides the service of physically moving property and people from one location to another.
2. Five major methods of transporting people or property may be used:
 - a. Air Carriers—passenger airlines, cargo aircraft
 - b. Waterways—leisure liners, barges, freighters, tankers
 - c. Highways—buses, moving vans, trucking companies, vehicle rentals, taxis, limousines
 - d. Railroad—commuters passenger trains, freight trains
 - e. Pipeline—liquids such as water, oil, grain, chemicals, gas
3. Businesses within the transportation industry offer many, varied marketing career opportunities:
 - a. Airlines—airline stewardess, flight control specialist, ramp attendant, cargo agent, flight superintendent, airline dispatcher
 - b. Waterways—waterway traffic checker, longshoreman, dock boss, importing clerk, exporter manager, baggagemaster, purser, steward
 - c. Highways—motor dispatcher, routerman, rate clerk, bus tracer, claims adviser, baggageman, taxicab driver, limousine router
 - d. Railroad—conductor, stationmaster, porter, brakeman, callboy
 - e. Pipeline—pumping station operator, dealer recruiter, field supervisor (oil), meter reader, water dispatcher, watermaster (water)
4. Many marketing service businesses depend to some extent upon the transportation industry for their success:
 - a. Travel agencies and tour guide services
 - b. Entertainment and amusement attractions
 - c. Lodging and eating accommodations
 - d. Novelty, gift, and personal service stores
 - e. Storage companies

5. The transportation industry is a vital link maintaining our highly complex standard of living with constant movement of people and products.

Equipment

1. Overhead projector, bulletin board, chalkboard
2. Filmstrip projector and 16 mm film projector
3. Reel or cassette tape recorder and record player.

Materials

1. Films: "Careers in Transportation," University of South Carolina
"How to Succeed Without Really Flying," Federal Aviation Admin.
"Is a Railroad Career For You?," AIMS Media Service
2. Filmstrips: "Airport Service" Series, Educational Development Corp.
"Airport Travel" Series, Colonial Films, Inc.
"Careers in Transportation," Pathescope Educational Films
"Transportation: An Ocean Port" Series, Ed. Development
"Transportation: Our Railroads" Series, Ed. Development
3. Cassette Tapes: "Careers Unlimited—Transportation," Classroom Productions
4. Booklets: *Going Places in Oil*, American Petroleum Institute
- Job Experience Kit: Truck Driver, Science Research Assoc.
Marketing Careers in the Jet Age, Chronicle Guidance
Ned the Taxicab Driver, Webster/McGraw-Hill Company
On the Road With the Trucker, Chronicle Guidance
Opportunities With Texaco, Texaco Oil
Opportunities in the Trucking Industry, American Truckers
5. Career Opportunities, "Traffic Manager," New York Life Insurance
6. Career Opportunities: *Marketing, Business, and Office Specialists*
Career World, "Air Transportation," December 1972
"Airline Flight Attendants," December 1973
Dictionary of Occupational Titles, Volumes I and II
Encyclopedia of Careers and Vocational Guidance, Volume I
Finding Your Job, Finney Company
Handbook of Job Facts, Science Research Associates
Occupational Guidance Briefs, Chronicle Guidance Publications, Inc.
Occupational Guidance Booklets, Finney Company
Occupational Outlook Handbook, "Transportation," U.S. Dept. of Labor
Occupations and Careers, "Exploring the Occupational World"
Popeye and Careers in Transportation, King Features
Project Loom Units, Florida State University
Widening Occupational Roles-Work Briefs, Science Research Associates
Working in the Transportation Industry, Fairchild Publications

Supplies

1. Posterboard, construction paper, white paper
2. Rulers, scissors, glue, crayons, colored pencils, magic markers

Special Resources

1. Student Handouts #39-46
2. Commercial game: "Money Card" by American Express Company

THE TRANSPORTATION SCENE — KEY

1. Any two of the following careers may be given for each method.

Airlines—airline stewardess, flight control specialist, ramp attendant, cargo agent, flight superintendent, crew scheduler, reservationist, ticket agent, schedules analyst

Waterways—waterway traffic checker, longshoreman, dock boss, importing clerk, exporter manager, baggagemaster, purser, steward

Highways—motor dispatcher, routeman, rate clerk, bus tracer, claims adviser, baggage-man, taxicab driver, limousine router

Railroad—conductor, stationmaster, porter, yardmaster, scaler, callboy, motorman, brakeman

Pipeline—pumping station operator, dealer recruiter, field supervisor (oil), meter reader, water dispatcher, watermaster, gager, services assistant (water)

Eight correct answers for 80% accuracy will satisfy objective #1.

2.

CAREER	INDUSTRY	CAREER	INDUSTRY
1. Watermaster	Pipeline	6. Dealer Recruiter	Pipeline
2. Conductor	Railroad	7. Stationmaster	Railroad
3. Baggage-man	Highways	8. Bus Tracer	Highways
4. Export Manager	Waterway	9. Ship Steward	Waterways
5. Stewardess	Airline	10. Ramp Attendant	Airline

If the student answers 16 items correctly for 80% accuracy, he will have demonstrated acceptable performance for objective #2.

3. These transportation businesses and any two careers should have been recommended for each situation.

BUSINESS

1. Trucking Company
2. Airline
3. Car Rental

MARKETING CAREERS

- | | |
|-----------------|--------------------|
| Truck Driver | Freight Rate Clerk |
| Traffic Manager | Loader |
| Stewardess | Steward |
| Ramp Attendant | Hostess |
| Ticket Agent | Skycap |
| Reservationist | |
| Rental Rep. | Reservationist |
| Pickup Man | Station Manager |

4. Passenger Train

Ticket Agent
Porter
Motorman
Porter
Dock Boss

Conductor
Brakeman
Callboy
Stationmaster
Importing Clerk

5. Shipping Company

The business and two careers for each number should have been recommended for a total of 15 answers. If 12 of these 15 answers are correct for 80% accuracy, the student will satisfy objective #3.

THE TRANSPORTATION SURVEY — KEY

1. Any two of the following careers may be given for each method.

Airlines—airline stewardess, flight control specialist, crew scheduler, ticket agent, ramp attendant, reservationist, cargo agent, schedules analyst, flight dispatcher

Waterways—waterway traffic checker, longshoreman, dock boss, importing clerk, exporter manager, baggagemaster, purser, steward

Highways—motor dispatcher, routeman, rate clerk, bus tracer, claims adviser, baggage-man, taxicab driver, limousine router

Railroad—conductor, stationmaster, porter, brakeman, motorman, callboy, scaler, yardmaster

Pipeline—pumping station operator, dealer recruiter, field supervisor (oil), meter reader, water dispatcher, watermaster

The student will have demonstrated satisfactory knowledge for objective #1 if he receives a score of 8 or 80% accuracy on this test item.

2.

CAREER	INDUSTRY	CAREER	INDUSTRY
1. Watermaster	Pipeline	6. Bus Tracer	Highways
2. Ramp Attendant	Airline	7. Export Manager	Waterway
3. Conductor	Railroad	8. Stationmaster	Railroad
4. Ship Steward	Waterways	9. Stewardess	Airline
5. Baggage-man	Highways	10. Dealer Recruiter	Pipeline

If the student achieves 80% accuracy or a score of 16 correct answers on this evaluation item, he will have shown acceptable proficiency for objective #2.

3. These transportation businesses and any two careers should have been recommended for each situation.

BUSINESS	MARKETING CAREERS	
1. Trucking Company	Truck Driver Traffic Manager	Freight Rate Clerk Loader
2. Airline	Stewardess Ramp Attendant Ticket Agent Reservationist	Steward Hostess Skycap

3. Car Rental	Rental Rep. Pickup Man	Reservationist Station Manager
4. Passenger Train	Ticket Agent Porter Motorman Porter	Conductor Brakeman Callboy Stationmaster
5. Shipping Company	Dock Boss	Importing Clerk

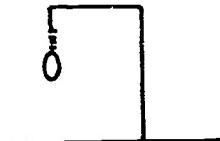
The business and two careers for each number should have been recommended for a total of 15 answers. If 12 of these 15 answers are correct for 80% accuracy, the student will satisfy objective #3.

LEARNING ACTIVITIES

UNIT TITLE *Transportation: Getting Them There* UNIT #5 OBJECTIVE #1

Group

1. Draw a hangman's noose on the chalkboard or overhead projector. To the left of it place enough blank lines to represent the word transportation.



Explain to the students that they are going to learn about an interesting marketing career area that is involved with moving people or property, as you have two teams alternate guessing the letters. Remember that letters correctly guessed are written in the appropriate blanks and those incorrectly identified are written below the line. The team who guesses the word before the ten parts of a man are drawn wins the game.

Ask students what kinds of transportation there are. Develop a discussion about the five methods of transportation—airlines, highways, pipelines, railroads, and waterways. Invite suggestions of examples of these transportation carriers. Highways, for example, include delivery vans, buses, tractor-trailers, and moving vans, and pipelines transport such things as water, oil, gas, and grain.

Divide the class into five groups and assign each group one of the five methods. Have each group investigate the careers which may be found in that transportation industry and types of products and services that are performed. Provide the following materials in the classroom: *Dictionary of Occupational Titles*, *Encyclopedia of Careers and Vocational Guidance*, *Handbook of Job Facts*, and the *Occupational Outlook Handbook*. Obtain any of the other materials listed under "Special Media" on the following page that you can. Alternate letting students go to the library.

Ask the students in each group to present their information to the entire class in any manner they wish, such as a panel discussion, demonstration, bulletin board, poster, or a slide. Explain to each group that the only requirement is to cover the topics and provide some visual showing of the careers involved in that transportation method.

2. Ask each student to individually write down as many transportation careers as he can think of in one minute. Pair students and ask them to compare their career lists and see how many transportation careers they can name between them in two minutes. Next place the class in groups of four and ask them to compile a list of as many transportation careers as they can in four minutes. Write the five methods of transportation on the chalkboard and have students from the groups name careers for each of them. Add career titles to those methods which are lacking, possibly pipeline.

Group

1. Divide the class into groups of four or five students and give each group a copy of the Student Handout #39: "Transportation Traits". Have the group cut the strips apart and place the twenty-five personal characteristics on the table, five rows of five characteristics as they are shown on the handout.

Ask each student to take a sheet of paper and write down the five characteristics which best describe him. Then ask the student to write down the five characteristics which he thinks best describes each of the other members in the group. When all of the students have finished, have them compare answers and discuss why they selected some characteristics in place of others.

Then have each student in the groups write down the five characteristics that they think are most important for a transportation employee to have. Have each student write down a method and related career for each characteristic. Have students compare characteristics that they thought were most important and why they selected the ones they did. Have them relate the method and career that they matched to the various characteristics.

Individual

1. Give the student a copy of the Student Handout #40: "Transportation Probe" and give him about twenty minutes to complete the word search puzzle. When he has finished, discuss the five methods of transportation that were identified within the handout. Ask him what some examples of each would be, such as leisure liners and tankers for the waterway method. Review the transportation careers and where these people are employed.
2. Distribute the Student Handout #41: "Transportation Through the Channels" to the learner. When he has completed the chart, ask the student to identify how many transportation careers he can think of for each of the methods he has used. After the student has listed all those he can think of on the back of his sheet, review the five methods of transportation with him and explain the various career opportunities available to him or her.

Special Media

1. *Career World*. "Air Transportation," December 1972.
"Airliner Flight Attendants," December 1973.
2. *Finding Your Job*. Finney Company

Airlines Porter
Airport Line Boy
Dockman
House Mover's Helper

Moving Van Loader
Redcap
Room Steward
Tray Packer, Airline

3. *Occupational Briefs*. Science Research Associates

Airline Stewardesses
Airline Traffic Agents
Airline Traffic Clerks
Drivers, Long-Distance

Import and Export Workers
Service Representatives, Utilities
Traffic Manager
Travel Agency Workers

4. *Occupational Guidance Briefs*. Chronicle Guidance Publications, Inc.

Gas Distribution Occupation
Railroad Transportation Industry
Recreation Leader (Director)
Taxicab Driver

Ticket Agent
Traffic Manager
Travel Counselor
Truck Driver

5. *Occupational Guidance Booklets*, Finney Company

Air Traffic Controller	Moving Van Driver
Air Freight Handler	Purser, Ship's
Airline Reservationist	Railroad Conductor
Airline Station Agent	Railroad Industrial Agent
Airline Stewardess	Railroad Station Agent
Bus Driver	Rate Clerk
Claims Adjuster	Recreational Services Director
Customs Inspector	Taxicab Dispatcher
Dispatcher, Freight	Taxicab Driver
Driver, Delivery Service	Tourist Guide
Freight Solicitor	Traffic Manager
Importer	Train Dispatcher
Industrial Traffic Manager	Travel Agent

6. *Popeye and Careers in Transportation*, King Features

7. *Project Loom Units*, Florida State University

Airline Stewardess	Air Traffic Controller
Truck Driver	Taxicab Driver

8. *Widening Occupational Roles*, Work Briefs, Science Research Associates

Air Traffic Controllers	Bus Drivers, Long-Distance
Airline Dispatchers	Bus Drivers, Local
Airline Stewardesses	Taxi Drivers
Airline Ticket Agents	Traffic Managers
Airport Manager	Travel Agents
Truck Drivers, Long-Distance	

LEARNING ACTIVITIES

UNIT TITLE *Transportation: Getting Them There*

UNIT #5 OBJECTIVE #2

Group

1. After you have covered basic information concerning the transportation careers and their job descriptions, as found in Student Handout #43, "Transportation: Getting Them There," explain the directions of the game activity, "Transportation Twirl" of Student Handout #42. If possible, give each student a copy of the information.

Assign the questions in advance, so that you may review and edit them. If possible, have them typed on a bulletin typewriter or a typewriter with an orator element, and make transparencies of them. Ask students to make up the final questions on the five sets of game cards. If you can, put each transportation method's career questions on a different colored piece of paper. Then play the game as directed.

2. Assign each student a transportation career to investigate. Ask the student to develop a character sketch of his career person. Have him explore the opportunities in the community or nearby cities. Have him interview if possible, in person or on the telephone, people who are employed in the occupation.

When he has completed the project, ask him to display a one page information sheet in the room. Have the students review all of the class's projects. Review with them the major transportation jobs available and the responsibilities or duties of each position.

Ask each student to prepare two job descriptive sentences for his career. When all of the students have completed the descriptions, explain to the students that they will participate in a transportation activity. Provide some rewards for the student who earns the most points, such as exempting the quiz or receiving a stick of gum.

Collect all of the job descriptions from the students, making sure that they have identified the career title on each description card. Read the job descriptions and let students guess the correct career title. Having two of each job description will help to reinforce the information as well as retain the attention of the students. The student who identifies the most careers is declared the "Career Specialist."

Individual

1. Give the learner a copy of the information sheet Student Handout #43, "Transportation: Getting Them There." Give the student about fifteen minutes to study the career information. Review the transportation careers with him, emphasizing the job descriptions and giving him examples of people and places in your area of the state.
2. Review the various transportation careers and their responsibilities with the student and give him the Student Handout #43, "Transportation Thinkers." Each of the situations includes the job title and job description of certain key transportation careers in all five methods of transportation. When the student has completed the handout, review his answers with him. If other students are given this sheet, it would make an excellent lead-in for a group discussion.

Special Media

1. Films: "Careers in Transportation," University of South Carolina
"How to Succeed Without Really Flying," Federal Aviation Admin.
"Is a Railroad Career For You?" AIMS Media Service
2. Filmstrips: "Airport Service" Series, Educational Development Corp.
"Airport Travel" Series, Colonial Films, Inc.
"Careers in Transportation," Pathescope Educational Films
"Transportation: An Ocean Port" Series, Ed. Development
"Transportation: Our Railroads" Series, Ed. Development
3. "Careers Unlimited—Transportation," Classroom Productions
4. Booklets: *Going Places in Oil*, American Petroleum Institute
Job Experience Kit: Truck Driver, Science Research Assoc.
Marketing Careers in the Jet Age, Chronicle Guidance
Ned the Taxicab Driver, Webster/McGraw-Hill Company
On the Road With the Trucker, Chronicle Guidance
Opportunities With Texaco, Texaco Oil
Opportunities in the Trucking Industry, American Truckers
5. *Career Opportunities*, "Traffic Manager", New York Life Insurance
6. *Career Opportunities: Marketing, Business, and Office Specialists*
7. *Dictionary of Occupational Titles*, Volumes I and II
8. *Encyclopedia of Careers and Vocational Guidance*, Volume I, "Air Transportation," "Bus Industry," "Marine Transportation," "Natural Gas Industry," "Petroleum Industry," "Railroad Transportation" and "Truck Transportation"
9. *Handbook of Job Facts*, Science Research Associates
10. *Occupational Outlook Handbook*, "Transportation," U. S. Dept. of Labor
11. *Occupations and Careers*, "Exploring the Occupational World"
12. *Working in the Transportation Industry*, Fairchild Publications

LEARNING ACTIVITIES

UNIT TITLE *Transportation: Getting Them There* UNIT #5 OBJECTIVE #3

Group

1. Provide each student a copy of the Student Handout #45: "Transportation Trace." Explain to students that each of the designated products must be transported from the natural producer to the processor or converter. The goods must then be sent to a central distributor or wholesaler. From this point the goods must go to a local retailer within 50 miles. The retail outlet must then deliver it to the consumer or user. The student may wish to use a marketing service industry as a user serving the consumer. In this case, the retailer would most likely be eliminated.

Each of the products has been given a starting point for the original or natural producer.

- Supply the students with five different colored pencils, crayons, or felt tip pens. Have each color represent a different mode of transportation. Explain to students that they may choose the cities in which the processing or converting producers, wholesalers or distributors, and retailers or marketing service industries are located. After he selects the cities for each product, have him take the various colored pencils and trace the methods of transportation which would be used to get between the designated points.

When the student has completed his transportation trace on the map, ask him to select one of the products and identify the transportation careers which would be involved throughout the channels of distribution for that particular product. Have him list these in the spaces provided on the handout. Display these around the room and have students review them. Have various students explain the products and methods of transportation they selected and the careers that were involved in each situation. Then review the five methods and the careers found within each of them.

Discuss some examples of consumer travel situations and have students identify the kinds of transportation that they would use if they were in those situations. Ask them to name some careers that would be contacted by the traveling consumer.

2. Develop transportation business scenes in the classroom, such as a train station ticket counter, a shipping dock, an airline loading ramp, and a car rental desk. Develop some consumer and business situations for the students to simulate in groups.

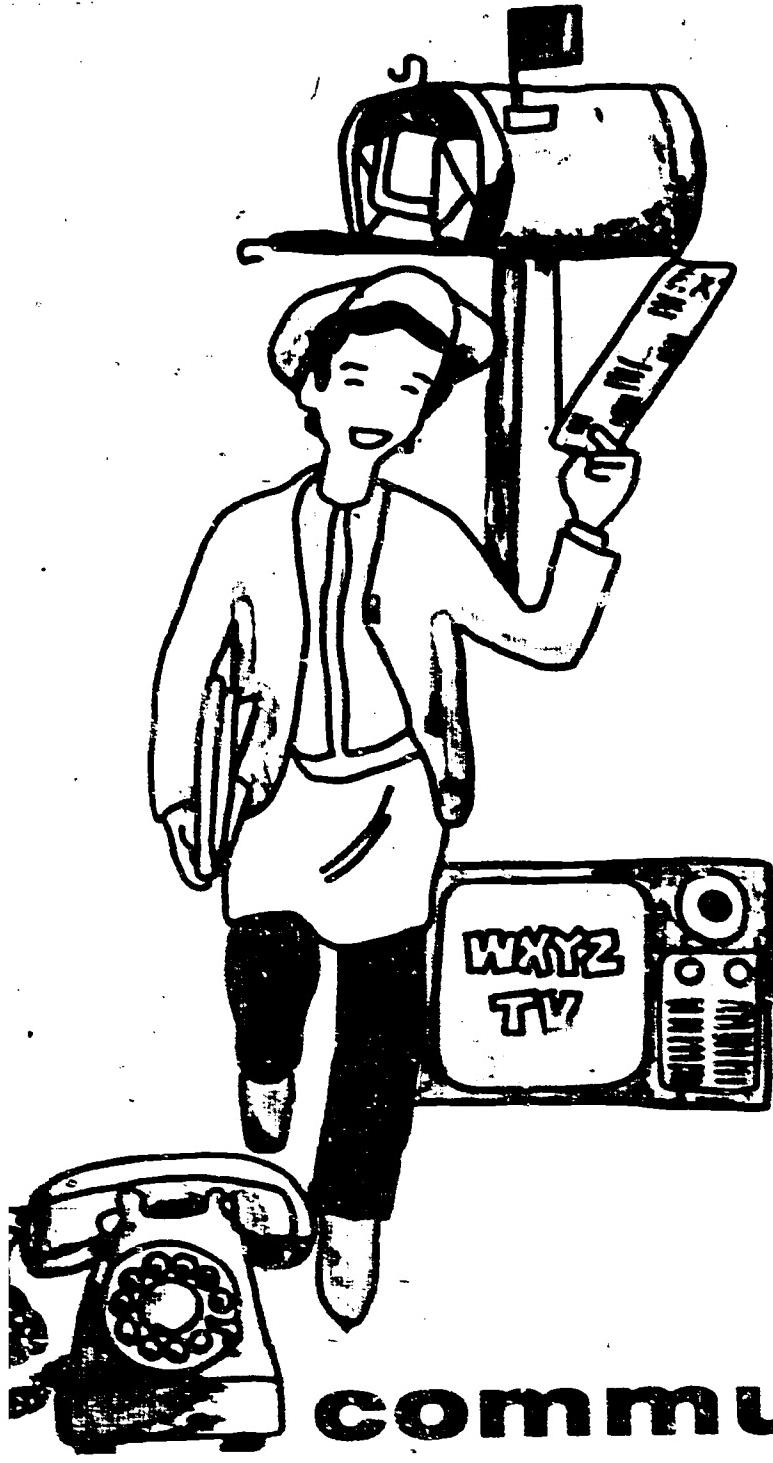
Divide the class into the number of groups for which there are business scenes. Give each group a situation which would be handled in a different setting. Have each group decide the business that would handle the situation and the marketing career personnel who would be directly involved. Have them move to the business setting and assume the roles of the careers.

Individual

1. Give the student a copy of Student Handout #46: "Transportation Situations" and ask him to check the types of transportation that he would recommend for the given consumer and business situations. After he has completed the exercise, discuss the situations with him asking him to explain the type of transportation he chose for each situation. Ask the student to relate the marketing careers that would be directly involved in each situation with the consumer or business.

2. Ask the student to list the following types of transportation on a sheet of paper: airline, railroad, trucking company, leisure liner, shipping company, bus line, taxi, and car rental. With these types of transportation businesses listed on the left side of the paper, ask the student to identify the main reasons that consumers or businesses would use these over others in given situations. For example, air travel is used by consumers and businesses primarily to save time.

Review the various situations in which the different types of businesses could be selected and the marketing careers that would be directly involved.



**communication:
feeling the vibrations**

COMMUNICATIONS: FEELING THE VIBRATIONS

Competency

Ability to relate the marketing careers to the services provided by various communications industries.

Objectives

1. Given four communications businesses and ten marketing careers in communications, the student will match the careers to the businesses with 80% accuracy. (Knowledge)
2. Given ten communications activities, the student will distinguish the marketing careers involved in the activities with 80% accuracy. (Comprehension)
3. Given four communications situations, the student will predict which communications business and marketing career could best handle the situations with 75% accuracy. (Application)

Concepts

1. The communications industry aids people in exchanging information through sight and/or hearing. Major areas of the industry include telephone, Telegraph companies and the mass media.
2. Most mass media businesses, such as newspapers, radio, and television, provide both communications services as well as promotional business services. In this unit we will discuss those marketing careers in the mass media which are primarily involved in transmitting information, rather than promoting a product, service, or business.
3. Four major communications businesses and marketing careers available within them include:

Publishing Companies (Newspapers, Magazines, Books)

Beat Reporter	Covers a certain local territory for news in the field, such as police headquarters or government offices, for a newspaper
City Editor	Supervises all local reporters and determines what stories should be covered
Circulation Manager	Supervises distribution of newspapers and magazines to subscribers and dealers
Columnist	Writes commentary articles on general or specialized topics, rather than news stories
Cop, Editor	Writes headlines and checks reporters materials to correct errors and rewrite if necessary

Correspondent	Works away from the home office town and relays stories by phone, cable, wire, and mail. (Examples: Foreign, State, Washington)
Critic	Attends entertainment functions and reads publications, writes reviews for plays, books, television, etc.
Editorial Writer	Prepares short articles of opinion which appear on the editorial page of a newspaper or magazine
General Illustrator	Sketches or draws pictures for articles, stories, humor, or editorials
General Reporter	Covers a variety of news as it occurs and as tips come into the office
Insetter	Places special sections, circulars, or announcements within newspapers or magazines
Managing Editor	Directs all other editors and personnel and has the final say in hiring, firing, and personnel activities
News Carrier	Delivers newspapers to subscribers, sells them around town, stocks news vending machines
Researcher	Gathers and checks facts for writers and editors
Rewriter	Takes news facts over the telephone and writes the story for print
Specialist Reporter	Writes for a specific area of knowledge, such as sports or business

Broadcasting (Radio, Television, Films)

Announcer	Gives information of interest, introduces shows, may act as a moderator interviewing guests
Commentator	Analyzes, interprets, and broadcasts news received from various sources
Continuity Writer	Prepares special announcements, fillers, and news bulletins for the air
Director	Supervises activities of performers and technical workers for a production
Disc Jockey	Hosts a radio music show, provides entertaining chatter, interviews guests, and reads commercials

Floor Man	Holds cue cards for performers, checks props for placement, informs performers on positions and directions
Newscaster	Writes daily news stories and delivers them on the air
News Director	Supervises all broadcasting news workers and activities for a station
Producer	Directs all personnel and activities for a show, selects scripts, handles finances

Telephone Company

Chief Operator	Directs all activities of operators, assistants, and group supervisors
Commercial Representative	Contacts business customers to assist them in determining the service and equipment they need
Customer Service Engineer	Sells complex equipment to large business customers and explains its use
Group Supervisor	Oversees a section of operators and assistants for an area of service
Operator	Assists customers by making long distance connections, providing local unlisted numbers, and giving assistance in making calls
Service Assistant	Trains and develops operators for different areas of service
Service Observer	Checks with customers to determine the quality of service given to customers
Service Representative	Handles customer inquiries, recommends and sells the types of service and equipment needed by individual customers

Unit Supervisor

Trains and directs a group of service representatives

Telegraph Company

Call Messenger	Telephones addressee and reads the telegram message to him
Manager	Supervises all personnel and activities in a telegraph office
Messenger	Delivers telegrams to addressee and collects charges when necessary

Receiving Agent	Accepts telegraph messages by phone or in person, quotes charges, and may accept money
Sales-Service Engineer	Works with businesses and agencies in the selection and use of telegraph equipment
Service Rater	Counts words in a message, determines charges, and makes the cost on the message for billing
Telegrapher	Transmits and receives messages using the teletype equipment
Tracer	Follows-up customer inquiries concerning telegraph messages sent

Equipment

1. Overhead projector, projection screen, bulletin board
2. 16 mm projector, slide projector, filmstrip projector
3. Tape recorder, record player, video tape recorder

Materials

1. Films: "Careers in Broadcast News"
"Is a Career in Radio & Television For You?"
"The Journalists"
2. Filmstrips: "Career Exploration"
"Careers in Filmmaking"
"Careers in Journalism"
"Careers in Television"
3. Cassette Tapes: "Career Development: Radio Broadcasting"
"Careers Unlimited: Broadcasting"
"Career tapes: Telephone Operator"
4. *Career Opportunities: Marketing, Business, and Office Specialists*
5. *Career Opportunities Series*, "Should You Be a Reporter?"
6. *Career World Magazine*, Vol. 2, No. 7, March, 1974, "Jobs in Journalism"
7. *Careers Briefs*, Careers Publications, Inc.
8. *Careers in Communications* pamphlet
9. *Dictionary of Occupational Titles*, Volume I
10. *Encyclopedia of Careers and Vocational Guidance*, Volume I

11. *Handbook of Job Facts*, Science Research Associates
12. *Job Family Series*, "Publishing"
13. *Occupational Awareness*, Mini-Briefs
14. *Occupational Briefs*, Science Research Associates
15. *Occupational Guidance Booklets*, Finney Company
16. *Occupational Outlook Handbook*, U.S. Department of Labor
17. *Popeye and Communications and Media Careers*, Comicbook
18. *Project Loom Units*, "Radio Announcer," "TV Announcer," "News Reporter"
19. *Widening Occupational Roles Work Briefs*, Science Research Associates
20. *Your Job in Distribution*

Supplies

1. Posterboard, construction paper, card stock
2. Magic markers, felt tip pens, colored pencils, crayons
3. Glue, scissors, tape, staplers, thumb tacks, rulers
4. Transparency acetates, cassette tapes, video tapes

Special Resources

1. Student Handouts, #47-49
2. Guest Speaker

THE COMMUNICATIONS SCENE — KEY

1. The business letters should have been matched to the careers:

1. Operator	A	6. Columnist	C
2. Tracer	B	7. Rewriter	C
3. Copy Editor	C	8. Messenger	B
4. Announcer	D	9. Service Rep.	A
5. Commentator	D	10. Floor Man	D

A score of 8 correct answers for 80% accuracy will satisfy objective #1.

2. These communications careers were described:

a. Messenger	f. Telegrapher
b. Beat Reporter	g. Chief Operator
c. Commentator	h. News Carrier
d. Service Representative	i. News Director
e. Correspondent	j. Managing Editor

If the student correctly identified 8 careers for 80% accuracy, he will complete objective #2.

3. The following communications business and marketing careers should handle each situation:

Businesses	Careers
a. Telephone Company	Service Representative
b. Telegraph Company	Tracer
c. Publishing (Newspaper)	Beat Reporter
d. Broadcasting	Newscaster

When the learner achieves 6 correct answers for 75% accuracy, he passes objective #

THE COMMUNICATIONS SCENE — KEY

1. The business letters should have been matched to the careers:

1. Operator	A	6. Columnist	C
2. Tracer	B	7. Rewriter	C
3. Copy Editor	C	8. Messenger	B
4. Announcer	D	9. Service Rep.	A
5. Commentator	D	10. Floor Man	D

A score of 8 correct answers for 80% accuracy will satisfy objective #1.

2. These communications careers were described:

a. Messenger	f. Telegrapher
b. Beat Reporter	g. Chief Operator
c. Commentator	h. News Carrier
d. Service Representative	i. News Director
e. Correspondent	j. Managing Editor

If the student correctly identified 8 careers for 80% accuracy, he will complete objective #2.

3. The following communications business and marketing careers should handle each situation:

Businesses	Careers
a. Telephone Company	Service Representative
b. Telegraph Company	Tracer
c. Publishing (Newspaper)	Beat Reporter
d. Broadcasting	Newscaster

When the learner achieves 6 correct answers for 75% accuracy, he passes objective #3.

THE COMMUNICATIONS SURVEY — KEY

1. The business letters should have been matched to the careers:

1. Operator	A	6. Columnist	C
2. Tracer	B	7. Rewriter	C
3. Copy Editor	C	8. Messenger	B
4. Announcer	D	9. Service Rep	A
5. Commentator	D	10. Floor Man	D

A score of 8 correct answers for 80% accuracy will satisfy objective #1.

2. These communications careers were described:

a. Messenger	f. Telegrapher
b. Beat Reporter	g. Chief Operator
c. Commentator	h. News Carrier
d. Service Representative	i. News Director
e. Correspondent	j. Managing Editor

If the student correctly identified 8 careers for 80% accuracy, he will complete objective #2.

3. The following communications business and marketing careers should handle each situation:

Businesses	Careers
a. Telephone Company	Service Representative
b. Telegraph Company	Tracer
c. Publishing (Newspaper)	Beat Reporter
d. Broadcasting	Newscaster

When the student indicates 6 answers correctly for 75% accuracy, he achieves objective #3.

LEARNING ACTIVITIES

UNIT TITLE: *Communications: Feeling the Vibrations* UNIT #6 OBJECTIVE #1

Group

1. Write the words "Yes" and "No" on the chalkboard or overhead projector. Explain to the students that all answers they give are acceptable; there are no right or wrong answers. Ask the group how many of them think they would like to work in the communications field and write that number under the "Yes." Ask how many of them would not want to work in the communications field.

Select students to explain why they would and would not want to work in the communications field. Ask students to reveal their descriptions of the communications field businesses and careers. Explain the four major communications industries and some of the marketing career opportunities available within each of them. Repeat the vote on whether or not students would want to work in communications. If there are changes in votes, have students explain why they changed their minds.

2. Make four cards on 9" x 12" construction paper with one of these four major communications industries on each of them—Fishing, Broadcasting, Telephone and Telegraph. Tape these four cards across the top of a chalkboard, bulletin board, etc. Develop a set of communications careers cards—on 3" x 5" card for each career (see Student Handout #47).

- Divide the class into four teams. Shuffle the career communications cards and count an equal number of cards for each team. Explain to the students that they are going to perform in a game activity called "Communications Choice." Tell them that the object of the game is to see which team can correctly match its career cards to the communications businesses in which they are found in the least amount of time.

- Have each team sit together so the students can collaborate. Take four slips of paper and write 1, 2, 3, and 4 on them. Have a member from each team select a slip to determine the order in which teams will take their turn.

- Give the team drawing the number one slip a stack of the counted career cards. When the team begins looking at its card, start to time them. Supply them with masking tape to tape the career cards under the correct communications' business card on the board or the wall. Have team members continue to rearrange cards until they have them placed correctly. Record that team's time.

- Follow the same procedure for each of the other teams. The team with the shortest time wins the game. For reinforcement, you may wish to shuffle the career cards and play two or three rounds.

Individual

1. Give the learner a copy of Student Handout #47: "Communications Circles," and have him complete the puzzle as directed. When he has finished the puzzle, review his solution with him. Discuss the four major communications industries and ask the student to name five careers found in each of them.

- 2: Have the student prepare a "Communications Collage" on communications industries and careers. Tell him to show the four major industries: publishing, broadcasting, telephone, and telegraph. Ask him to show some of the marketing careers within each industry area. He might use posterboard, bulletin board, or large sheets of construction paper.

Special Media

1. Films: "Careers in Broadcast News"
"Is a Career in Radio or Television For You?"
"The Journalists"
2. Filmstrips: "Career Exploration"
"Careers in Filmmaking"
"Careers in Journalism"
"Careers in Television"
3. Cassette Tapes: "Career Development: Radio Broadcasting"
"Careers Unlimited: Broadcasting"
"Career tapes: Telephone Operator"
4. *Career Opportunities...Marketing, Business, and Office Specialists*
5. *Career Opportunities Series*, "Should You Be a Reporter?"
6. *Career World Magazine*, Vol. 2, No. 7, March, 1974, "Jobs in Journalism"
7. *Careers Briefs*, Careers Publications, Inc.
8. *Careers in Communications* pamphlet

LEARNING ACTIVITIES

UNIT TITLE: *Communications: "Feeling the Vibrations"* UNIT #6 OBJECTIVE #2

Group

1. Ask the students to take out a piece of scratch paper to jot down their ideas. Explain that the group is going to share their ideas and opinions, that there are no right or wrong answers. Papers will not be graded; they are for their use.

Ask students to pretend that they are "slipping into someone else's shoes." In this case, the shoes will be people in communications careers. Tell the students to complete each of the following statements with their opinions or reactions:

If I were a newspaper critic, you wouldn't catch me . . .

As a trader, I'd be against . . .

I'm convinced that a director . . .

In my opinion, a correspondent is . . .

The way I see it, a commentator should . . .

If you ask me, the copy editor is for . . .

If I were a telegrapher, I'd feel that . . .

As an operator, my choice would be . . .

I believe that a service representative . . .

I don't see why a newscaster . . .

I think if I were a beat reporter, I'd . . .

State only one line at a time. Have students jot down their reactions or opinions within one minute. Then ask students to pass their slips forward. Read some of the responses to the group. Discuss with the students how they thought of the career involved. Ask them if they had a picture in their minds of what the person looked like doing the job. Review the responsibilities of the specific career. Repeat the same procedure for each of the statements listed above.

2. Develop a personality profile for each of the communications careers. You may want to have the students submit some examples. Select ten students the day before and give them a copy of a career profile. Ask them to review the personality information for class the next day. Divide the class into two teams, excluding the ten selected students and a moderator. Supply each team with a bell, buzzer, or noisemaker. Give each of the career personalities a number from 1-10, so that each of them has a different number. Inform the moderator that he will introduce each personality, one at a time, beginning with number 1.

Each team will alternate asking one question of the personality. The team has thirty seconds in which to pose the question. Players on a team should be identified in order, so that each may ask a question. If any player at any time thinks he knows the answer, he may ring the bell or buzzer. When the moderator acknowledges him, that player may guess the career.

If the player is correct, his team earns a point. However, if his answer is not correct, his team loses a point. If he is incorrect, the other team may continue with questions or guess the career title. In this case, an incorrect guess would not involve a penalty point. Each team has up to ten chances or questions to reveal the identity of the mystery communications career personality.

Individual

1. Give the student a copy of Student Handout #48: "Communications Careers" and have him study the job titles and descriptions of marketing careers in communications. After he has read the information, ask him to select three communications careers, which are of most interest to him and prepare a "Career Exploration Chart" as explained in Special Activity Sheet #2.
2. Provide the learner with Student Handout #49: "Communications Crossword Puzzle" and ask him to complete the puzzle placing the marketing careers in communications in the appropriate boxes of the puzzle as directed. When he has completed the puzzle, review his answers with him.

Special Media

1. *Dictionary of Occupational Titles*, Volume I
2. *Encyclopedia of Careers and Vocational Guidance*, Volume I
3. *Handbook of Job Facts*, Science Research Associates
4. *Job Family Series*; "Publishing"
5. *Occupational Awareness*, Mini-Briefs

LEARNING ACTIVITIES

UNIT TITLE: *Communications: Feeling the Vibrations* UNIT #6 OBJECTIVE #3

Group

1. Invite a guest speaker from a nearby large newspaper, if possible. Have him discuss career opportunities available within his firm as well as other publishing companies. Ask him to bring any aids that he might have, such as slides of the plant and personnel. In addition, ask for any career information he may have or that you may obtain elsewhere. If he can bring any other marketing personnel from the newspaper, it would advance the interest.

Review the Special Activity Sheet #5: "Career Speaker" and prepare the students for the visit. Ask each student to write down three questions they think they would like to ask him. Have them add to it during his talk. Appoint a listening team of 3-5 students to begin the questioning period at the end of the speaker's presentation.

2. Create four communications centers in your room, one each for publishing, broadcasting, telephone, and telegraph industries. Have students collect samples of materials for each of the centers including newspapers, magazines, telegram message sheets, telephone directories, an old or toy telephone.

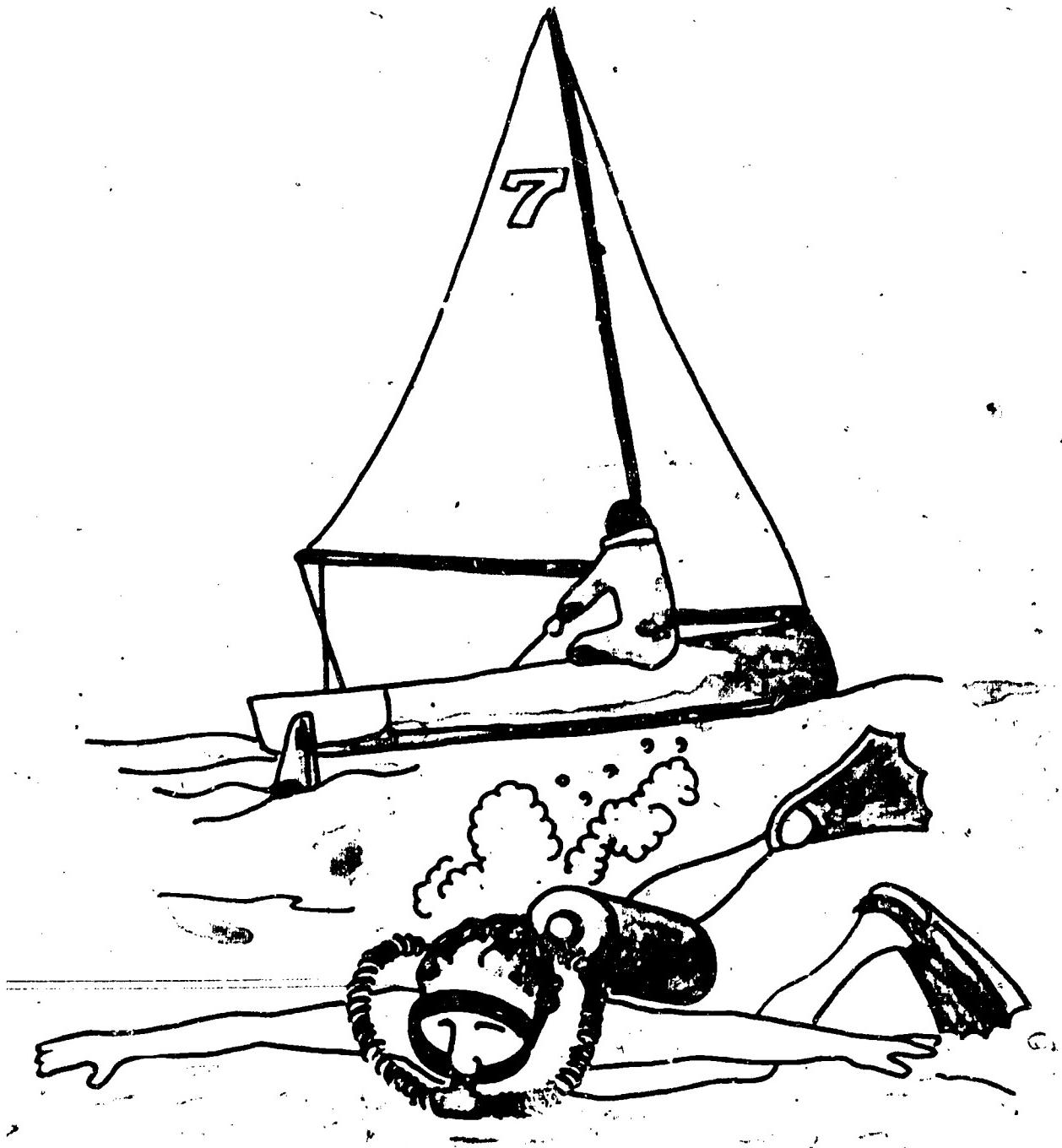
Obtain a video-tape recorder and a cassette or reel-to-reel tape recorder for the broadcasting center. Use a pegboard or bulletin board with hooks or tacks as a telephone switchboard. Divide the class into four groups and assign each group a center. Give each group a situation to simulate while the rest of the group observes. Discuss the services which each industry performs and specific roles which individual marketers perform.

Individual

1. Ask the student to write a short story for each of the four major communications industries. Have him relate the roles of at least four marketing careers in each industry. If he wishes, he might include an illustration, sketch, or cartoon with the stories.
2. Have the student visit a local newspaper, radio/television station, telephone company, and telegraph office. Call local businessmen ahead of time and schedule convenient times for the student to visit. Ask the student to observe the activities of the workers in performing communications services. Have him tape a brief review of each visit or write a short review of his experience.

Special Media

1. *Occupational Briefs*, Science Research Associates
2. *Occupational Guidance Booklets*, Finney Company
3. *Occupational Outlook Handbook*, U.S. Department of Labor
4. *Popeye and Communications and Media Careers*, Jomicbook
5. *Project Loom Units*, "Radio Announcer," "TV Announcer," "News Reporter"
6. *Widening Occupational Roles Work Briefs*, Science Research Associates
7. *Your Job in Distribution*



recreation-- lapping up the leisure

RECREATION: LAPPING UP THE LEISURE (Unit Overview)

Competency

Ability to relate various marketing careers in recreational businesses to consumer wants for leisure activities.

Objectives

1. Given twenty-four careers in marketing services, the student will identify the recreation careers with 80% accuracy. (Knowledge)
2. Given descriptions of twelve marketing careers in recreation, the student will supply the appropriate career titles with 75% accuracy. (Comprehension)
3. Given the description of a community's consumers, the student will recommend five recreational businesses and ten related marketing careers which would be most suitable for those consumers with 80% accuracy. (Application)

Concepts

1. Recreation includes leisure activities in which people engage for entertainment or amusement.

Entertainment activities are those in which the person is not an active participant; rather, he is a spectator or listener. These would include movies, attractions, concerts, and sports events.

Amusement activities involve the individual actively as a participant, such as golf, water skiing, camping, games.

2. Many businesses are solely concerned with recreation activities for amusement or entertainment, such as country clubs, theaters, and amusement centers. Many other businesses provide recreational activities and facilities to appeal to their customers, such as hotels/motels, transportation companies, and real estate developments.
3. Some of the interesting marketing careers found in recreation include:

Advance Man

• Coordinates all arrangement details, such as tickets, programs, stage setting, and publicity for a traveling entertainment production.

Attraction Guide

• Explains various points of interest for visitors to a special tourist center or event.

Booking Agent

Represents certain entertainment businesses in securing performers or attractions for the businesses.

Business Manager

Provides special handling of all business arrangements and details for a performer, including contracts, wardrobe, and travel, (sometimes called a business agent).

Caddy	Assists a golfer by carrying his equipment, making sure it is in proper condition, advising him on course conditions, and keeping his score.
Caddy Master	Supervisor of golf caddies for a golf/country club or professional touring group.
Caller	Announces numbers and letters drawn in a bingo game, records those drawn, and distributes prizes to winners.
Cashier	Handles the exchange of money for entrance fees, bets, winnings, or change in places such as movie theatres, racetracks, and amusement centers.
Checker	Examines winner's bingo card to determine its correctness, may provide change and cards to players.
Concession Attendant	Sells foods, beverages, and novelties at an amusement or entertainment business, including movies, sports events, and concerts.
Exerciser	Walks horses and dogs before and after a race for people to view or to cool the animal.
Facility Attendant	Accepts fees for entrance, rents and/or sells equipment and supplies and provides customer information for sports facilities, such as golf/country clubs, bowling alleys, ski slopes, and fishing boats (called a racker in billiard parlor).
Golf Country Club Manager	Directs all activities and personnel for a golf or country club, including the dining room, pro shop, and grounds.
Greenskeeper	Supervises all personnel and activities in the maintenance of a well-tended golf course and related grounds.
Handicapper	Analyzes past performances of athletes and racing animals to assign weights and arrange competition.
Publicity Agent	Promotes activities and events of organizations or businesses through news releases, advertisements, and displays.
Program Seller	Sells information handouts to customers concerning the entertainment event at places such as theaters, racetracks, and football games.
Prop Man	Arranges necessary display props on a theater stage for a production or event.

Prop Master	Supervises all ordering, arranging, and care of display props and material for entertainment productions or events.
Racetrack Steward	Coordinates activities of racetrack personnel, and negotiates with other racetrack officials and the state racing commission.
Recreation Director	Coordinates and directs all recreation activities and personnel at a center, such as a community recreation area, YMCA camps, or private resort.
Recreation Supervisor	Oversees one area of activities and personnel, such as tennis, indoor games, or swimming for any recreational center, club, or business.
Recreation Superintendent	Plans, organizes, directs, and controls all personnel and activities for a public recreation department, private clubs, and commercial businesses.
Ride Operator	Greets customers, directs them to their stations, secures straps or bars, and runs the amusement equipment.
Social Activities	Arranges for other activities than those provided by a club or facility, such as fashion shows, theatre tickets, tours, etc.
Talent Scout	Travels to various entertainment spots looking to find new performers for theatrical agencies and entertainment producers.
Theatrical Agent	Handles a number of performers to secure contracts and bookings for entertainment purposes.
Ticket Seller	Handles money and tickets to admit customers to an entertainment or amusement business, such as an amusement park, or tourist attraction.
Ticket Collector	Takes tickets from customers as they enter an amusement or entertainment area.
Tour Guide	Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.
Usher	Shows patrons to their seats, providing any necessary information and sometimes programs, for such places as concerts, plays, movies, and sports events.

4. Different kinds of recreation activities and facilities are designed to serve different groups of people. Camps and amusement parks, for example, are primarily designed for young people. Golf and Country Clubs primarily cater to adults. Some recreational businesses such as movie theaters and certain attractions may appeal to all groups of people.

Equipment

1. Overhead projector, projection screen, bulletin board
2. 16 mm projector, slide projector, filmstrip projector
3. Tape recorder, record player, video tape recorder

Materials

1. Film: "What Do You Want?"
"Careers in Filmmaking"
2. Filmstrip: "Career Exploration"
"Careers in Leisure Time Industry"
"Careers in Show Business"
3. Tapes: "Career Development: Theatrical Agent"
"Careers Unlimited: Recreation"
4. *Career Education For Leisure Occupations*
5. *Careers Briefs*
6. *Career World Magazines*
7. *Dictionary of Occupational Titles*
8. *Encyclopedia of Careers and Vocational Guidance*
9. *Finding Your Job Booklets*
10. *Handbook of Job Facts*
11. *Occupational Awareness Mini-Briefs*
12. *Occupational Briefs, Chronicle Guidance*
13. *Occupational Guidance Booklets*
14. *Occupations and Careers*
15. *Popeye and Hospitality/Recreation Careers*
16. *Project Loom Unit: "Guide"*
17. *Widening Occupational Roles Work Briefs*
Your Job In Distribution

Supplies

1. Posterboard, construction paper, cardboard.
2. Glue, tape, scissors, rulers, magic markers.
3. Brochures, pamphlets, posters, etc., for recreation and amusement businesses.

Special Resources

1. Student Handouts #50-54
2. Commercial Games: "Careers"
"Probe"

THE RECREATION SCENE — KEY

1. The following recreation careers should have been circled:

Booking Agent	Usher	Ticket Broker
Ticket Collector	Talent Scout	Caddy Master
Tour Guide	Prop Master	Recreation Director
Theatrical Agent	Business Manager	Ride Operator
Bowling Attendant	Golf Club Manager	Amusement Cashier

If the student circles 12 correct careers for 80% accuracy, he completes objective #1.

2. These marketing careers in recreation were described:

- a. Advance Man
- b. Booking Agent
- c. Caddy Master
- d. Prop Man
- e. Handicapper
- f. Golf Country Club Manager
- g. Exerciser
- h. Racetrack Steward
- i. Recreation Director
- j. Theatrical Agent
- k. Ticket Broker
- l. Tour Guide

When the student distinguishes 9 careers for 75% accuracy, he will achieve objective #2.

3. These recreation businesses and marketing careers could have been recommended:

Businesses

- 1. Golf Country Club
- 2. Movie Theater
- 3. Racetrack
- 4. Recreation Center (Bingo)

Recreation Marketing Careers

- Caddy, Caddy Master, Attendant, Greenskeeper, Manager
- Manager, Usher, Concession Attendant, Cashier
- Concession Attendant, Exerciser, Handicapper, Program Seller, Ticket Seller, Cashier, Ticket Collector, Racetrack Steward
- Caller, Checker, Recreation Supervisor, Recreation Director, Attendant

5. Playhouse

Booking Agent, Prop Man, Prop
Master, Ticket Seller, Ticket
Collector, Usher, Program Seller,
Concession Attendant

If the student suggested 4 of the businesses and two careers for each of the businesses for a total of 12 correct answers or 80% accuracy, he will have demonstrated acceptable proficiency for objective #3.

THE RECREATION SURVEY — KEY

1. These recreation careers should have been identified:

Booking Agent	Usher	Ticket Broker
Ticket Collector	Talent Scout	Caddy Master
Tour Guide	Prop Master	Recreation Director
Theatrical Agent	Business Manager	Ride Operator
Bowling Attendant	Golf Club Manager	Amusement Cashier

If the student identifies 12 correct careers for 80% accuracy, he will complete objective #1.

2. These marketing careers in recreation were described:

- | | |
|------------------------------|------------------------|
| a. Advance Man | g. Exerciser |
| b. Booking Agent | h. Racetrack Steward |
| c. Caddy Master | i. Recreation Director |
| d. Prop Man | j. Theatrical Agent |
| e. Handicapper | k. Ticket Broker |
| f. Golf Country Club Manager | l. Tour Guide |

When the student distinguishes 9 careers for 75% accuracy, he will achieve objective #2.

3. These recreation businesses and marketing careers could have been recommended:

Businesses	Recreation Marketing Careers
1. Golf Country Club	Caddy, Caddy Master, Attendant, Greenskeeper, Manager
2. Movie Theater	Manager, Usher, Concession Attendant, Cashier
3. Racetrack	Concession Attendant, Exerciser, Handicapper, Program Seller, Ticket Seller, Cashier, Ticket Collector, Racetrack Steward

- | | |
|------------------------------|--|
| 4. Recreation Center (Bingo) | Caller, Checker, Recreation Supervisor, Recreation Director, Attendant |
| 5. Playhouse | Booking Agent, Prop Man, Prop Master, Ticket Seller, Ticket Collector, Usher, Program Seller, Concession Attendant |

If the student suggested 4 of the businesses and two careers for each of the businesses for a total of 12 correct answers or 80% accuracy, he will have demonstrated acceptable proficiency for objective #3.

LEARNING ACTIVITIES

UNIT TITLE: *Recreation: Lapping Up the Leisure* UNIT #7 OBJECTIVE #1

Group

1. Draw a hangman's noose on the chalkboard or overhead projector. Underneath it draw ten dashes, one each to represent the letters of the word Recreation. Divide the class into two teams and have them alternate guessing letters in the word until one team gets the word.

Ask students to explain what recreation means to them. Relate that recreation includes leisure activities for amusement and entertainment. Have the students name some recreation businesses in the community and others around the state.

Use the brainstorming technique for about 2-3 minutes and have students name all the recreation careers they can remember. Remind them that they are not supposed to discuss anything during the brainstorming session, but they just offer career titles.

After the brainstorming session, review the career titles which have been listed and have students identify which are marketing careers in recreation. Offer some other careers which are not given and have students decide which are marketing careers.

2. Write the following marketing careers in recreation on the chalkboard or overhead projector:

Booking Agent	Caddy Master
Tour Guide	Ride Operator
Prop Master	Ticket Broker
Business Manager	Recreation Director
Bowling Attendant	Golf Club Manager

Ask students to guess in what field these careers may be found. If there are no correct guesses, give the students some choices from which to choose, such as lodging, food, personal services, and recreation. Explain that the field of recreation includes leisure activities for amusement and entertainment. Have students name some recreation businesses and marketing careers which are available within them. Include others from Student Handout #50: "Recreation Dial." Review all the businesses in recreation and the careers in each.

Individual

1. Give the student a copy of Student Handout #50: "Recreation Dial," and have him complete the puzzle as directed. If he gets stumped on certain career titles, give him some hints on the job, such as the kind of business in which it might be found.
2. Provide the learner with Student Handout #51: "Would You or Wouldn't You?" and ask him to indicate which recreation career he might like to try and place a "+" in the blank next to the career title. If he does not think he would like to be in that job, have him write a "-" in the blank.

Special Media

1. Film: "What Do You Want?"
"Careers in Filmmaking"
2. Filmstrip: "Career Exploration"
"Careers in Leisure Time Industry"
"Careers in Show Business"
3. Tapes: "Career Development: Theatrical Agent"
"Careers Unlimited: Recreation"
4. *Career Education For Leisure Occupations*
5. *Careers Briefs*
6. *Career World Magazines*
7. *Dictionary of Occupational Titles*
8. *Encyclopedia of Careers and Vocational Guidance*
9. *Finding Your Job Booklets*
10. *Handbook of Job Facts*

LEARNING ACTIVITIES

UNIT TITLE: *Recreation: Lapping Up the Leisure* UNIT #7 OBJECTIVE #2

Group

1. Give each student one of the marketing career titles in recreation from Student Handout #55. Have the students jot down five to ten words to describe their career titles and one sentence using the career title.

Have students alternate giving their words and having the group guess which career it is. If the group cannot guess the job, have the student read his sentence for further clues. After each career is guessed, emphasize the job description of it. Review any other careers not covered by students.

2. Provide students with copies of Student Handout #52: "Job Hunt" or explain the directions of the game activities to them. You might want to give each group of five or six students one copy of the rules and have them prepare their own job hunt cards. This should aid reinforcement of the career titles and descriptions. Circulate among the groups discussing careers and the game.

Individual

1. Give the learner Student Handout #54: "For the Good Times" and have the student study the recreation career information. When he has completed the reading, ask him to complete the activity at the end of the material. Discuss his responses with him.
2. Provide the student with "Recreation Runaround" of Student Handout #53 and have him complete the puzzle as directed. Review his answers with him when he has finished the puzzle.

Special Media

1. *Occupational Awareness Mini-Briefs*
2. *Occupational Briefs, Chronicle Guidance*
3. *Occupational Guidance Booklets*
4. *Occupations and Careers*
5. *Popeye and Hospitality/Recreation Careers*
6. *Project Loom Unit: "Guide"*
7. *Widening Occupational Roles Work Briefs*

LEARNING ACTIVITIES

UNIT TITLE: *Recreation: Lapping Up the Leisure* UNIT #7 OBJECTIVE #3

Group

1. Have students collect posters, tickets, programs, and other recreation materials and create several recreation areas in the room. Such areas might be an amusement center, a playhouse theatre, a country club, and a community recreation department. If possible, get some change drawers and change aprons.

Develop some recreation situations for the different settings and have students simulate the roles of the marketers in recreation. Include different groups of consumer communities, such as adult retirement communities, and young married couples with children.

2. Give the student materials including posterboard, construction paper, glue, tape, scissors, and small jewelry boxes. Have students, individually or as groups, construct a model recreation community for a group of consumers. Have them identify the consumer community being served and why they selected the businesses and facilities which they did.

Individual

1. Provide the student with copies of the Special Activity Sheet #3: "Career Interview" and have him interview three marketing personnel in three different recreation businesses and/or facilities. Some examples might be ushers, concession attendants, and theatre managers at a local movie theatre or the community recreation superintendent, a center director, and an area recreation supervisor.

Ask him to decide which classes of people the different businesses/facilities generally serve. Discuss other types of recreation businesses and the consumer groups that they usually serve. Give him some descriptions of consumer community groups. Have him explain which businesses and careers would probably best serve the consumer desires for recreation.

2. Have the student construct a mini-marketing survey of people in his home community, so that he talks to 5 children, 5 teenagers, 5 young marrieds, 5 middle-aged adults, and 5 senior citizens. Ask him to prepare a survey containing questions about the people's interests and activities in their leisure time. This should include businesses and public facilities that they patronize.

Ask the student to see if he can draw any conclusions about their interests as groups. Are there some facilities and businesses which are usually of more interest to some groups than others? What marketing careers would be involved in the recreation businesses and facilities identified?

Describe a few consumer situations and ask the student to recommend the recreation business and facilities which would most likely best serve those consumers. Have him identify the marketing careers which would be employed by those businesses or centers.

AUCTION



**business
services:
leaving it to us**

BUSINESS SERVICES

Competency

Ability to relate marketing careers to the different types of business services provided to organizations and agencies to meet their needs.

Objectives

1. Given ten categories of business services and ten marketing careers, the student will match the careers to the category with 90% accuracy. (knowledge)
2. Given ten examples of business services, the student will identify two marketing careers found in each service with 90% accuracy. (comprehension)
3. Given five descriptions of business needs, the student will determine the type of business service appropriate to meet that need and two marketing careers involved in providing that service for each description with 80% accuracy.

Concepts

1. Many different types of business services are available to manufacturers, wholesalers, retailers, government agencies, and other service institutions to help them run their business easier and more efficiently.
2. Businesses which offer services to these organizations and agencies are *specialists*, and can therefore provide the services at a more economical rate or in a more effective manner than could the organization provide for itself.
3. There are ten major categories of business services:

Promotion Services—provide special services to help an organization promote its products, its name, and/or its services; examples include advertising agencies, advertising checking service, advertising specialists, sales contests organizers, sales promotion agencies, display designers, display installers, distributing services, and public relations firms.

Sales Services—handle the sale of special or all lines of products for a company or several companies; may conduct special sales such as auctions or business liquidations, and may engage in the sale of businesses; examples include manufacturers' agents and representatives, distributors, business brokers, auctioneers, and liquidators.

Buying Services—places orders for merchandise, arranges for showroom visits by company personnel, and provides such information as sales trends, new styles, new colors, or new models; examples include resident buyers, purchasing services and brokers.

Marketing Research Services—provide information to organizations to guide them in making management decisions and policies; may perform such services as determine consumer preferences, evaluate sales campaigns, identify new markets, determine commercial coverage area of radio and television stations and conduct opinion polls; examples include advertising research, market research, motivation research, consumer research, and calculating service.

Marketing, Management Consulting Services—study the operations, procedures, policies, and or organization of a company and recommends ways to improve its effectiveness and efficiency.

Office Services—includes a variety of services which either supplement the activities conducted in a company's offices or provides special services which improve the operations and activities of a company's offices; includes such examples as secretarial services, addressing services, copying services, delivery service, telephone answering services, and office equipment rentals and leases.

Security Services—help to safeguard the property of a company and provide recommendations on ways by which a company can improve its own security measures; examples include security consulting, shoplifting protection, night surveillance, watch dog security, guard service, and detective services.

Maintenance Services—help to maintain the cleanliness of a company and keep its equipment and or physical surroundings in good repair; examples include window washing services, janitorial services, linen service, uniform service, renovation services, and equipment maintenance services.

Employment Services—serves as a middleman or broker either for a job applicant or a company in bringing the two together and matching the right person to the right job; may provide persons for permanent, part-time, or temporary employment; examples include employment agencies and employment contractors.

Financial Business Services—provides such services as accounting, bookkeeping, credit investigation, and collection services to companies.

4. Three classifications of careers are found in business service companies:
 1. careers which actually produce the service,
 2. careers which promote and sell the service, and
 3. careers which operate and manage the business service companies themselves.
5. The *marketing careers* found in all business service companies include those which promote and market the services as well as those which operate and manage the business service companies. In the business service companies which specialize in one of the *marketing functions*, marketing careers may also be found in providing the service itself. This includes the following categories of business services: promotion, selling, buying, financial, marketing research, and marketing management.
6. Examples of marketing careers found in each category of business service include:

Marketing Careers Common to All Business Services

Salesperson, Business Services—solicits and sells various types of business services; develops lists of prospects, calls on prospects to explain services available, writes orders, and schedules initiation of services.

Service Representative—calls on clients on a regularly scheduled basis or as needed to determine customer satisfaction with the service and to resolve any complaints which the customer may have.

Owner/Manager—directs all of the activities, operations, and personnel involved in a company which produces and markets a particular type of business service.

Unique Marketing Careers in Business Services

A. Promotion Services

Advertising Agency Manager—directs the activities of an advertising agency including such things as planning advertising campaigns, coordinating the activities of the various departments within the agency, soliciting new accounts, and conducting mailings with agency personnel and clients.

Advertising Assistant—assists in planning advertising programs to promote the sale of a company's products or services.

Advertising-Display Rotator—assembles and rotates advertising displays to different outdoor locations.

Copywriter—obtains information about a product or service and the advertising sponsor and prepares the original copy for a printed ad or the written script for radio, television, or other audio advertising means.

Display Designer—creates and plans displays on a drawing board.

Display Man—arranges the merchandise and props into an attractive display as created by the designer.

Display Manager—coordinates activities with other departments in determining merchandise to be displayed and supervises display workers.

Display Technician—prepares and cleans display area and assembles or returns necessary merchandise and props for the display man.

Display Trimmer—adds the back drops, floor covering, and other display accessories indicated by the display man.

Illustrator—creates a picture or design to favorably show a product or service described in the copy of an advertisement.

Layout Man—assembles all the parts of an advertisement into an eyecatching, attractive design.

Proofreader—compares the final copy of an ad, story, article, etc., with the finished printed product to detect and correct any errors.

Public Relations Man—plans and conducts programs to develop goodwill for a business, organization, or institution.

Sales Promoter—plans and coordinates special promotional campaigns using techniques such as samples, contests, stamps, coupons.

Sign Writer—creates by hand or uses a sign printing machine to make display showcards, billboard signs, and other visual promotion aids.

B. *Sales Services*

Auctioneer—sells products or merchandise to highest bidders at an auction; may plan and conduct the auction sale including the appraisal of the merchandise and assembling it into designated lots according to certain values or classes.

Business Broker—usually specializes in the sale of businesses; solicits owners who desire to sell their businesses and buyers who wish to purchase a business and brings the two together to transact the sale.

Distributor—serves as a sales agent or representative for one or more manufacturers; may sell to other manufacturers, wholesalers, retailers, or to the retail consumer.

Liquidator—arranges for and conducts the sale of certain lines of merchandise which are being sold out or discontinued by a business or may arrange for and conduct a close out sale of a company's entire inventory.

Manufacturer's Representative—sells a manufacturer's goods to wholesalers and retailers for resale to consumers.

Pioneer Salesman—serves the manufacturer by promoting or selling new products, new uses for products, or new selling methods primarily to wholesalers who usually are new customers in a new territory.

Professional Demonstrator—creates buying interest on part of industrial and or ultimate consumers by demonstrating features and qualities of a product.

C. *Buying Services*

Assembler—buys goods in small lots and resells them in large groups.

Broker—buys goods or services as an agent or wholesaler for resale to wholesalers, retailers, marketing service industries, or consumers.

Buyer—orders merchandise for a retailer or wholesaler for resale to consumer or a retailer.

Distributor—buys goods from a producer and handles sales, service, and promotion to retailers for a certain region of the country.

Importer—buys foreign goods for resale to retailers and wholesalers.

Jobber—buys merchandise in odd lots (quantities, sizes, etc.), prices and packages them if necessary, and resells to retailers.

Resident Buyer—buys apparel, dry goods, general merchandise for retailers or wholesalers from his office located at a central market.

D. Marketing Research Services

Analyst—studies and interprets the data that is collected.

Coder—gathers, sorts, classifies, and tabulates necessary data.

Director—coordinates and administers all personnel and policies.

Economist—serves as a consultant to the director and research team.

Editor—develops and oversees the use of a mailed questionnaire.

Evaluator—observes actions of people without talking to them.

Interviewer—conducts surveys with a direct, face-to-face contact.

Investigator—conducts a continuing survey with a panel group.

Specialist—conducts experimental research by testing a scale model.

Supervisor—trains and oversees field personnel handling surveys.

Telephone Surveyer—obtains the survey information by use of a phone.

Trainee—assistant to the supervisor, specialist, or analyst.

E. Marketing Management Consulting Services

Management Consultant—studies the organization and operation of a given company and recommends changes to increase efficiency; may specialize in such areas as personnel organization, employer motivation, time-and-motion studies.

Personnel Management Consultant

Employee Motivation Consultant

Time-and-Motion Consultant

Marketing Consultant—recommends changes in policies and procedures used in merchandising goods and services; aids in determining distribution channels and policies; may specialize in offering consultative services in one of the marketing functions, i.e., promotion, finance.

Promotion Consultant

Sales Consultant

Finance Consultant

F. Financial Business Services

Collector—locates customers to collect installments, overdue accounts, or bad checks.

Collection Agency Manager—may purchase the "accounts due" from a business at a discounted price or serve as the collection agent for the company for a percentage of the dollar amount collected; directs the activities and personnel engaged in collecting past due accounts or bad checks.

Collection Clerk—notifies customers of delinquent accounts and attempts to obtain payment.

Credit Analyst—evaluates paying habits of customers who are delinquent in paying their bills to determine what action a company should take.

Credit Bureau Manager—directs the activities and personnel engaged in audit investigations and recommends a credit status of individuals, and provides the credit reports to company personnel.

Credit Clerk—verifies credit references and information given on a credit application; may determine or recommend credit limits.

Credit and Collection Manager—directs the activities and personnel engaged in credit investigations and collections.

Credit Investigator—checks past history and current status of persons and businesses applying for credit; evaluates his findings and submits a report to his client or credit authorizer of the company.

Equipment

1. Overhead projector
2. Slide projector
3. Filmstrip projector
4. 16mm movie projector
5. Tape recorder
6. Telephone

Materials

1. *Careers in Sales*, 16mm color film.
2. *Chronicle Guidance Occupational Brief #254*, "Marketing Research Workers"
3. *Consider a Career in Public Relations*, Chronicle Guidance Publications
4. *Dictionary of Occupational Titles*, Volume I
5. *Handbook of Job Facts*, Science Research Associates
6. *Jobs in Advertising*, American Advertising Federation
7. *Occupational Outlook Handbook*, U.S. Department of Labor
8. *Selling as A Career*, color sound filmstrip
9. *Your Job in Distribution*, Gregg Division, McGraw-Hill
10. *Writing Careers in Advertising*, filmstrip

Supplies

1. Posterboard, construction paper, index cards
2. Transparencies
3. Glue, scissors, rulers, magic markers

Special Resources

1. Student Handouts 55-61
2. Yellow pages of city directory
3. Classified ads of city newspaper
4. Spinner
5. Buzzer
6. Game cards and chips

BUSINESS SERVICES SCENE — KEY

1. The following matches should have been made.

c — liquidator	c — business broker
e — tabulator	d — collection clerk
a — copywriter	f — employee motivation consultant
d — credit investigator	a — advertising agency manager
b — importer	a-j — owner manager

The student must have answered nine out of ten correctly to meet the standard of this objective.

2. The student must have identified at least two of the marketing careers given below for each category of business services to meet the standard of this objective.

Promotion—advertising agency manager, advertising assistant, advertising-display rotator, copywriter, display designer, display man, display manager, display technician, display trimmer, illustrator, layout man, proofreader, public relations man, sales promoter, sign writer.

Sales—auctioneer, business broker, distributor, liquidator, manufacturer's representative, pioneer salesman, professional demonstrator.

Buying—assembler, broker, buyer, distributor, importer, jobber, resident buyer.

Marketing Research—analyst, coder, director, economist, editor, evaluator, interviewer, investigator, specialist, supervisor, telephone surveyor, trainee.

Marketing Management Consulting—management consultant, personnel management consultant, employee motivation consultant, time-and-motion consultant, marketing consultant, promotion consultant, sales consultant, finance consultant.

Financial Business—collector, collection agency manager, collection clerk, credit analyst, credit bureau manager, credit clerk, credit and collection manager, credit investigator.

Office—salesperson, service representative, owner manager.

Employment—salesperson, service representative, owner manager.

Employment—salesperson, service representative, owner manager.

Security—salesperson, service representative, owner manager.

Maintenance—salesperson, service representative, owner manager.

3. a. Security Services—salesperson, service representative, owner manager.
- b. Sales Services—liquidator, auctioneer.
- c. Office Services—salesperson, service representative, owner manager.
- d. Promotion Services—sales promoter, advertising assistant, advertising agency manager.
- e. Maintenance Services—salesperson, service representative, owner manager.

The student must have identified the service category and at least two of the marketing careers given above in each category with 80% accuracy to meet the criterion level of this objective.

BUSINESS SERVICES SURVEY — KEY

1. Office—i	Sales—i, a, g
Maintenance—i	Financial—i, c
Security—i	Buying—i, h
Employment—i	Marketing Management Consulting—i, d
Promotion—i, b	Marketing Research—i, j

The student must achieve at least 90% accuracy to meet the standard of this objective.

2. The student must have identified at least two of the marketing careers given below for each category of business services to meet the standard of this objective.

Office—salesperson, service representative, owner manager.

Maintenance—salesperson, service representative, owner manager.

Security—salesperson, service representative, owner manager.

Employment—salesperson, service representative, owner manager.

Promotion—advertising agency manager, advertising assistant, advertising-display rotator, copywriter, display designer, display man, display manager, display technician, display trimmer, illustrator, layout man, proofreader, public relations man, sales promoter, sign writer.

Sales—auctioneer, business broker, distributor, liquidator, manufacturer's representative, pioneer salesman, professional demonstrator.

Financial—collector, collection agency manager, collection clerk, credit analyst, credit bureau manager, credit clerk, credit and collection manager, credit investigator.

Buying—assembler, broker, buyer, distributor, importer, jobber, resident buyer.

Marketing Management Consulting—management consultant, personnel management consultant, employee motivation consultant, time-and-motion consultant, marketing consultant, promotion consultant, sales consultant, finance consultant.

Marketing Research—analyst, coder, director, economist, editor, evaluator, interviewer, investigator, specialist, supervisor, telephone surveyor, trainee.

3. a. *Financial Services*—collection clerk, collector, credit and collection manager, collection agency manager.
- b. *Marketing Management Consulting*—management consultant, employee motivation consultant, personnel management consultant.

c. Marketing Research Services—interviewer, telephone surveyor, editor, investigator, evaluator, director, analyst, supervisor, coder, trainee.

d. Employment Services—salesperson, owner manager, service representative.

e. Buying Services—resident buyer, buyer.

The student must have identified the service category and at least two of the marketing careers given above in each category with 80% accuracy to meet the proficiency level required.

LEARNING ACTIVITIES

UNIT TITLE *Business Services* UNIT #8

OBJECTIVE #1

Group

1. Distribute Student Handout #55: "Business Services Scramble" to each of the students. Have the students unscramble the puzzles to reveal the ten categories of business services. The student who completes the puzzles first becomes one team captain, and the second student to complete the puzzles becomes the second team captain. The first team captain selects ten classmates to serve on his "Business Services" team, and the second team captain does likewise. Each team will then select five business services, on an alternating basis, for which they will investigate the types of marketing careers found in each type of business service.

Provide the following resource materials to the class. *Directory of Occupational Titles*, *Handbook of Job Facts*, the *Occupational Outlook Handbook*, and, if possible, the yellow pages directory from a metropolitan area. Ask each team to present their findings to the entire class in any way they wish such as panel discussions, demonstrations, playlets, or bulletin board displays.

2. Review the basic information concerning the marketing careers and their job descriptions found in business services as outlined on Student Handout #56, "Marketing Careers in Business Services." Upon completion, explain the directions of the game activity, "Business Services Twirl" on Handout #57 to the class. Then play the game as directed using the game board with a spinner or use it as a transparency.

Individual

1. Give the student a copy of Handout #56, "Marketing Careers in Business Services." Review the careers with him, emphasizing job descriptions and the category of business services in which each career is found. If in a metropolitan area, give him a copy of the yellow pages and have him identify at least one example of each type of business service. Have the student select one of the examples he has located, and conduct a telephone interview with the manager to determine the number of people who work for him, what they do in their jobs, how new business is solicited, and whatever other information the student can obtain.

If you do not live in a metropolitan area, give the student a copy of the classified ads from a city newspaper, and have the student follow the same procedure as outlined above.

2. Distribute Student Handout #58, "Business Services Career Search" to the student. Have him circle the forty marketing careers hidden in the cryptogram. After he has located the careers in the puzzle, have the student identify the category of business service which each career represents. After he has completed the assignment discuss the career titles with him, providing examples of each, and answer any questions which he may have.

LEARNING ACTIVITIES

UNIT TITLE Business Services UNIT #8

OBJECTIVE #2

Group

1. Divide the class into five groups. Assign each group two categories of business services so that all ten categories are covered.

Each of the groups is to investigate the marketing careers found in their two categories of business services. The groups will then prepare two short skits in which the students will assume the various marketing career roles found in the business service categories assigned. Allow at least one class period for the groups to investigate the marketing careers and prepare for their skits.

Each group should introduce the title of the business service category assigned and the career titles found therein "charade-style." After the other groups have identified the category and the career titles, the play should begin. Follow the same procedure for each group. Emphasize the marketing careers found in each category: owner manager, service representative, and salesperson.

2. Divide the class into ten groups. Assign each group a different business service category. Each group is to prepare a description of each marketing career found in their category. Have the group write the descriptions on 3" x 5" index cards. Each card should contain the career title, the business service category, and a job description. Collect all of the cards upon completion.

Prepare and distribute game cards for each student, using the format given in the sample, Student Handout #59: "Service." REMEMBER: The order of the titles and or categories must be different for each card. If possible, make the cards out of cardboard and/or laminate them (ever tried clear contact paper?) so that you can use them for another class.

To play the game: (1) give the letter under which the item may be found, for example, "under the letter V"; (2) read the job description of a marketing career; if the student has the category in which that career is found, he covers that space with a chip, paper clip, or piece of paper; (3) give the title under which the item may be found; read the description of a business service category; if the student has a marketing career found in that category under that column, he covers that space with a chip.

The game is won when a student has covered all of the spaces within a line either horizontally, diagonally, vertically, or on the four corners.

3. This activity may be used in conjunction with the other two group activities or as a supplementary learning activity. It should not be used as the only group activity to achieve objective #2.

One career option which is always open to a student who is interested in going into the field of business services is that of owner manager. In many instances less capital is required to begin a business in this field than is normally required in other types of businesses, and the income opportunities are virtually unlimited for the person with initiative and imagination. As a supplementary activity to this objective, the student is to "try on the role of owner manager."

Have one student stand at one end of the room to represent the "positive" or "yes" position and a second student stand at the opposite end to represent the "negative" or "no" position. Ask the rest of the class to take a position along the continuum at a point which would best reflect their reaction to the questions posed. Using examples of each business service category, ask the student what he would think of being an owner manager of that particular type of business.

Periodically, ask the students to raise their hand if they know why they voted the way they did. For those who took a very "positive" position, ask them why they felt that way, i.e. what was appealing about the idea. For those who took a very "negative" position, ask them why they found the idea unappealing.

After going through examples of each category, identify the student(s) who have consistently taken a very positive or a very negative position. Through directed discussion, have the students in these two groups or "poles" determine if there are particular traits, features, or reasons for their position which, for them individually, would be common or typical for the owner manager of any type of business. If so, have them identify them orally if they wish to do so.

When they have finished, ask the students who consistently took a "neutral" position if they would change their vote(s) if asked the same questions again. Ask how many would not change their vote. Ask if they know why they would change. Ask if they know why they would not change. If they wish to do so, ask them to give their reasons as to why they would or would not change their vote.

Individual

1. Give the student a copy of Student Handout #56. After he has studied it for some 20-25 minutes, give him a set of cards entitled "Business Services." The format for these cards is in Student Handout #60. As a suggestion, make the cards out of cardboard or laminate them for future use.

The student is to write in the titles of the marketing careers found in the business service category identified at the top of each card. When he has completed the assignment, review his answers with him. Discuss the job descriptions of each career, and answer any questions which he may have.

2. Give the student a copy of Student Handout #56. After he has studied it for some 20-25 minutes, have him prepare a bulletin board or display which depicts the ten categories of business services and examples of marketing careers found in each. If possible, place the display in a school corridor or in the guidance counselor's office. Have the guidance counselor interview the student in regard to marketing careers found in business services, and use the student as an "expert resource person" in referring other students to him for information in that area.

LEARNING ACTIVITIES

UNIT TITLE Business Services UNIT #8

OBJECTIVE #3

Group

1. Divide the class into five groups. Assign two business service categories to each group. Each group may then sub-divide into two sections with one service category assigned to each section, or the total group may elect to complete the assignment for both categories of business services.

The group is to form its own business service company and complete the following activities:

- (a) select a name for the company
 - (b) determine the particular type of service(s) to be offered within the category assigned.
 - (c) identify the marketing careers involved in providing that service (be sure to include the three careers common to all categories)
 - (d) brain storm and list all of the advantages and benefits to be gained from an organization's buying that service rather than providing it themselves
 - (e) develop a sales promotion campaign for their company including such items as a newspaper ad, radio or television commercial, and special promotional events or features.
 - (f) "present the company" to the total class in whatever manner the group selects; encourage role-playing and the use of visual aids.
2. Contact at least one company which supplies a business service in each category. Explain to each manager that a small group of students would like to visit his office to discuss the operation of his business with him. Request that he supply the group with the name and address of at least one of his customers. Have the group arrange for an interview with that customer to determine what particular service was purchased, why he chose to purchase the service rather than having his company or organization provide it, and the marketing careers involved in providing that service.

Divide the class into ten groups and assign each group a different category. When the interviews have been completed, have each group present its findings to the class.

Individual

1. Give the student a copy of Handout #61, "Meeting the Need in Business Services." For each of the situations described, the student is to determine the category of business service which would most appropriately fulfill the need described. The student is then to identify two marketing careers which might be involved in providing that specific service.

Review his answers with him to resolve any misunderstandings which the student might have. Discuss with the student the major reasons why a company or organization would purchase the business service rather than supplying its own.

2. Ask the student to take a piece of paper and list the ten categories of business services. For each of the categories, he is to write a brief descriptive example of a business need which that particular service category could fulfill. (Refer to Student Handout #56 for examples.) He is then to identify at least two marketing careers which might be involved in providing that service. Explain to the student for the purposes of this assignment, he is not to identify the three common marketing careers for the following categories: promotion, sales, buying, marketing research, marketing management consulting, and financial.

Review his answers with him to clarify any misunderstandings he may have.



personal services:

PERSONAL SERVICES: PLEASING THE PEOPLE

Competency

Ability to relate marketing occupations and personal service businesses to the needs of consumers for special personal services.

Objectives

1. Given a list of twenty marketing careers, the student will identify the ten personal service careers with 80% accuracy. (Knowledge)
2. Given ten descriptions of marketing careers in personal services, the student will supply the appropriate career titles with 80% accuracy. (Comprehension)
3. Given five consumer situations, the student will relate the personal service businesses and marketing careers which will provide the necessary services with 80% accuracy. (Application)

Concepts

1. Personal service businesses are those which provide special services which are unique to the individual consumer's needs.
2. Personal service businesses which provide marketing career opportunities can generally be grouped into the following areas:

Personal Care—dry-cleaning, diaper service, beauty salons.

Automotive Services—parking lot, service station, repair shops, car washes.

Home Maintenance—interior decorating, domestic service, pool care, lawn service, pest control.

Marine Services—fuel service, boat repair, dry dock storage.

Burial Services—cemeteries, funeral homes.

Pet Care—boarding kennels, grooming shops, training schools.

Protection—security services, detective agencies, bodyguard services.

Rental Agencies—equipment supply, storage space, trailers truck leasing.

Utility Companies—electricity, gas, water.

3. Three classifications of careers are found in personal service businesses:

—*Companies which actually produce the service*

4. The marketing careers found in *all* personal service businesses include those which *promote* and *market* the personal services as well as those which operate and manage the personal service businesses. In those personal service businesses, which specialize in one of the marketing functions, such as storage companies, marketing careers may also be found in actually providing the service itself.
5. Examples of marketing careers found in each category of personal services are:

MARKETING CAREERS COMMON TO ALL PERSONAL SERVICES

Owner Manager	Directs and controls all activities, operations, and personnel involved in a business which produces and markets a special personal service.
Sales Agents	Assists the customer in selecting the service to suit his needs and handles the sales transaction; is sometimes called an attendant and may actually perform some service.
Service Advisor	Gives the customer specific information concerning the service, rates, etc.; sometimes combined in small businesses with another job.

6. Some marketing careers which are found only within particular personal service businesses include:

MARKETING CAREERS UNIQUE TO PERSONAL SERVICES

<i>Automotive Services</i>	
Car Washer	Cleans inside and or outside of an automobile usually at an automatic washing unit; may also pump gasoline and write sales tickets.
Cashier	Totals bill and calculates tax, handles the closing of the service transaction at parking lots, auto repair shops, and car washes.
Parking Lot Attendant	Gives customer claim check, parks the car or directs customer to a spot.
Service Station Attendant	Assists motorists by filling gas tanks, washing windows, and checking oil.
<i>Burial Services</i>	
Cemetery Director	Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.

Funeral Attendant	Performs many tasks including movement of casket, escorting mourners, and assisting the director.
Funeral Chauffeur	Transports body from death place to mortuary to cemetery.
Funeral Director	Supervises all activities and personnel for burial preparation and services.
Groundskeeper	Maintains the grounds and monuments of a cemetery.
Lady Attendant	Prepares female bodies for funeral services and burial.
Memorial Agent	Handles arrangements and coordination of burial activities and personnel.
Memorial Counselor	Assists clients in selecting plots, and crypts, grave coverings, markers, and service details.
<i>Home Maintenance</i>	
Butler	Greets guests, escorts them to sitting area, serves refreshments, and provides services as they are requested.
Fumigator	Treats a home infested with termites or other household pests.
Interior Decorator	Reviews house or apartment and makes recommendations on colors, furniture, drapes, and accessories; secures the necessary personnel to handle the work and supervises all activities.
Lawnman	Cares for the maintenance and appearance of lawns, shrubs, trees and related outdoor grounds areas for personal residences.
Pest Control Operator	Sprays inside and outside of homes to prevent bugs, termites, and pests.
Pool Serviceman	Inspects, cleans, adjusts, and repairs swimming pools, decks, and related equipment or materials.
<i>Marina Services</i>	
Marina Attendant	Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.
<i>Personal Care Services</i>	
Customer Attendant	Handles sales transactions, writing orders, obtaining and

Deliveryman Transports merchandise which has been serviced or rented to and from customers, such as laundry, dry cleaning, and baby diapers.

Pet Care

Groomer Cleans and improves the personal appearance of pets, usually dogs.

Pet Assistant Feeds and exercises pets who are being boarded, cleans cages and pets, may pick up and deliver animals.

Trainer Teaches animals to obey on command and instructs owners in proper techniques of working with their pets.

Protection

Bodyguard Escorts client, watches for dangerous situations and persons, inspects lodging, transportation, and recreation settings.

Rental Agencies

Packer Prepares goods which are going to be stored by customer in a warehouse and places it in the proper storage area.

Utility Companies

Meter Checker Inspects meters to determine accuracy of readings and proper functioning.

Meter Reader Checks utility meters, usually monthly, to determine amounts used by customer.

Equipment

1. Filmstrip projector, 16 mm film projector, slide projector.
2. Overhead projector, projection screen, chalkboard.

Materials

1. Film: "What Do You Want?"
2. Filmstrip: "Career Game"
3. Slides: "Careers in Service Stations"
4. *Career World Magazine*, Vol. 1, No. 7, March 1973, "Personal Services Occupations."

6. *Dictionary of Occupational Titles*
7. *Encyclopedia of Occupational Titles*
8. *Finding Your Job Booklets*
9. *Handbook of Job Facts*
10. *Occupational Awareness Mini-Briefs*
11. *Occupational Briefs, Chronicle Guidance*
12. *Occupational Guidance Booklets*
13. *Occupations and Careers*
14. *Popeye and Personal Service Careers*
15. *Project Loom Unit: "Service Station Operator"*
16. *What Job For Me: "Pete the Service Station Attendant"*
17. *Widening Occupational Roles Work Briefs*
18. *Your Job in Distribution*

Supplies

1. Posterboard, construction paper, cardboard.
2. Glue, tape, scissors, rulers, magic markers.

Special Resources

1. Student Handouts #63 68
2. Commercial Games: "Card Cubes"
"Quibic"

THE PERSONAL SERVICES SCENE — KEY

1. These ten marketing careers should have been circled:

Funeral Director	Rental Agent
Car Washer	Cemetery Director
Fumigator	Meter Checker
Marina Manager	Service Advisor
Kennel Operator	Service Station Attendant

A score of 8 correct answers for 80% accuracy will satisfy objective #1.

2. The following personal service careers in marketing should have been identified:

- | | |
|------------------------------|----------------------|
| 1. Service Station Attendant | 6. Cemetery Director |
| 2. Rental Agent | 7. Marina Attendant |
| 3. Meter Reader | 8. Butler |
| 4. Service Advisor | 9. Groundskeeper |
| 5. Funeral Director | 10. Kennel Operator |

If the learner accurately identified 8 personal service careers for 80% accuracy, he will achieve objective #2.

3. These personal service businesses and careers should have been recommended:

BUSINESS	CAREER
a. Marina	Marina Attendant
b. Utility Company	Meter Checker
c. Pest Control Agency	Pest Control Attendant
d. Equipment Rental	Rental Agent
e. Service Station	Service Station Attendant

When the learner achieves 8 correct answers for 80% accuracy, he will complete objective #3.

THE PERSONAL SERVICES SURVEY — KEY

1. These marketing careers in personal services should be identified:

Kennel Operator	Service Station Attendant
Meter Reader	Bodyguard
Rental Agent	Memorial Agent
Funeral Director	Fumigator
Marina Attendant	Cemetery Worker

A score of 8 correct careers for 80% accuracy will complete objective #1.

2. These marketing careers in personal services were described:

a. Funeral Chauffeur	f. Fumigator
b. Kennel Operator	g. Cemetery Director
c. Rental Agent	h. Service Advisor
d. Marina Attendant	i. Meter Checker
e. Service Station Attendant	j. Pest Control Operator

When the student distinguishes 8 careers accurately, he will achieve objective #2.

3. These personal service businesses and marketing careers should have been recommended:

BUSINESS	CAREER
a. Pest Control Agency	Fumigator
b. Kennel	Kennel Operator
c. Utility Company	Meter Checker
d. Marina	Marina Attendant
e. Funeral Home	Funeral Attendant

If the student recommends 8 items correctly for 80% accuracy, he will satisfy objective #3.

LEARNING ACTIVITIES

UNIT TITLE *Personal Services: Pleasing the People* UNIT #9 OBJECTIVE #1

Group

1. Divide the students into groups of three. Have one student serve as a moderator/judge and two students as contestants. Give each group thirty cards about 2" x 3" or half of a small index card. Write the following personal service careers on the chalkboard or overhead projector:

Butler	Funeral Director	Meter Checker
Cemetery Director	Groundskeeper	Pest Control Operator
Fumigator	Kennel Operator	Rental Agent
Funeral Attendant	Lady Attendant	Service Advisor
Funeral Chauffeur	Marina Attendant	Service Station Attendant

Have each group prepare two cards for each of the fifteen job titles. On the back of the cards, have them place one number on each card 1-30. Each title should have a different number on its back in random order. After all groups have completed the cards, rotate sets of cards among groups, so that no group has the set it prepared.

Explain to the students that they are going to see which of the two contestants in each group can match the most career titles by guessing the numbers. The numbers would be showing on a table, five numbers in a row, with six rows to total 30. For example, the first row would have numbers 1-5, the second row numbers 6-10, etc.

Each student will select two numbers and turn them over. If they are the same career title, he earns a point and may try for another match. If he does not match two career titles, his opponent tries to select two numbers with matching careers behind them. The contestant with the most points wins the game. Alternate students at the end of the game so that all students serve as contestants.

2. Assign each student one of the personal service careers found in Student Handout #63: "Personal Services Search" and give him a sheet of plain white paper 8½" x 11". Ask him to draw a picture or cut out a picture from a magazine that he thinks describes that marketing career in personal services. Tell the students to write their career titles on the back.

Collect the pictures and display them around the room. Assign each of them a number. Write the career titles on the chalkboard or overhead projector. Ask each student to rotate around the room and decide which career he thinks matches each of the pictures. Discuss the group's results after each student has completed his review of the pictures. Ask students to explain why they drew the picture or cut out the pictures that they did. Have them guess which types of businesses employ each of the marketing careers involved.

Individual

1. Give the student a copy of Student Handout #63: "Personal Services Search" and have him complete the puzzle as directed. When he has completed the puzzle ask him to relate what he thinks personal services means. Explain the term and ask him if he can think of any types of businesses which provide services to individuals other than those studied. Have him relate the careers in the puzzle to service firms.

2. Provide the learner with Student Handout #64: "Personal Services Please" and have him use the letters on the telephone dial to solve the puzzle. When he has completed the puzzle, ask him to think of a business that would hire the personal service careers mentioned. Can he think of any other personal service careers than those in the puzzle?

Special Media

1. Film: "What Do You Want?"
2. Filmstrip: "Career Game"
3. Slides: "Careers in Service Stations"
4. *Career World Magazine*, Vol. 1, No. 7, March 1973, "Personal Services Occupations."
5. *Career Briefs*
6. *Dictionary of Occupational Titles*
7. *Encyclopedia of Occupational Titles*
8. *Finding Your Job Booklets*
9. *Handbook of Job Facts*
10. *Occupational Awareness Mini-Briefs*
11. *Occupational Briefs*, Chronicle Guidance
12. *Occupational Guidance Booklets*
13. *Occupations and Careers*
14. *Popeye and Personal Service Careers*

LEARNING ACTIVITIES

UNIT TITLE *Personal Services: Pleasing the People* UNIT #9 OBJECTIVE #2

Group

1. Divide the class into two teams and have each team select its captain. Develop a set of cards with the titles of all the marketing careers in personal services found in Student Handout #65. Explain to the group that two members from each team will begin the game.

The first pair winning the toss will get the first career title. One of the pair will see the career title and must give a clue word to his teammate. His teammate has ten seconds to give the career title. If he gets it, his team earns 5 points. If not, the other team's pair may try to earn 4 points. If they are unsuccessful, the original pair may try again for 3 points, and so on. After each career title is guessed, review the job description of that career. Alternate pairs from teams every 1-3 rounds.

2. Duplicate a copy of Student Handout #66: "Personal Services Spiral" and give it to each student. Make a transparency of the handout and project it on the screen. Explain that the job descriptions are for marketing careers in personal services. Have the students work on it for about ten minutes and then review it using the transparency as a guide. Fill in the answers on it as you go.

Individual

1. Provide the learner with Student Handout #65: "Personal Services: Pleasing the People" and have him study the information on the sheets. When he has done that, ask him to select the three careers of most interest to him and complete three copies of Special Activity Sheet #4: "Career Questionnaire." Call local businesses to arrange a convenient time for him to visit and question the career personnel he has selected. Discuss his choices and why he selected the jobs he did.
2. Give the student "Personal Service Situations" in Student Handout #67, and have him complete it as directed. Tell the student that there are no right or wrong answers. Let him refer to the career descriptions in Student Handout #65 to make his decisions. Review his responses with him, asking him to explain his reactions in the situations.

Special Media

1. *Project Loom Unit: "Service Station Operator"*
2. *What Job For Me: "Pete the Service Station Attendant"*
3. *Widening Occupational Roles Work Briefs*
4. *Your Job in Distribution*

LEARNING ACTIVITIES

UNIT TITLE *Personal Services: Pleasing the People* UNIT #9 OBJECTIVE #3

Group

1. Develop a set of consumer situations around the following personal service businesses and have the students roleplay the marketing careers that would be involved in handling the given situations:

Boarding Kennel
Cemetery
Electric Utility Company
Funeral Home

Marina
Pest Control Agency
Repair Service
Service Station

Discuss each situation after a group of students has covered it in a roleplay manner. Emphasize the type of business and marketing careers that were involved.

2. Obtain five local directories for the students to use. Divide the class into five groups and assign each group two personal service businesses. Have the groups go through the telephone directory and find out what local businesses supply that type of service.

Have the group list those businesses and the marketing careers which could be found there. Ask them to identify some consumer situations that would be handled by those businesses and career personnel. When they have completed the task, ask each group to select one situation from each of its businesses and read it to the rest of the class. Have the class decide what personal service business and marketing career would best handle that situation.

Individual

1. Collect recent newspapers from at least three major cities in the state. Give the classified sections to the student and have him cut out ten different marketing careers in personal services for which there are openings. Ask him to glue them in the appropriate boxes of Student Handout #68: "Classified Personal Service Careers."

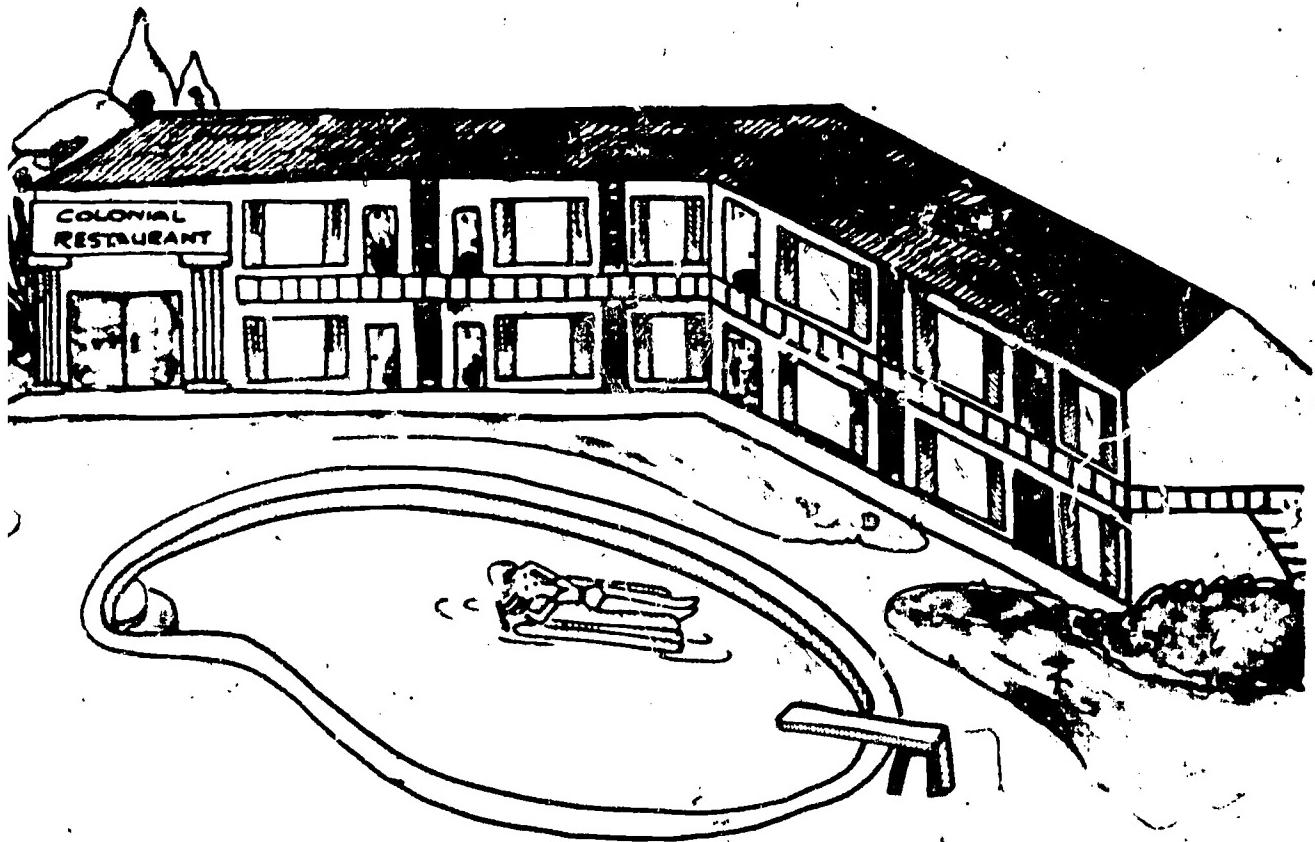
In the second column have the student identify the kind of business running the ad and in the third column tell him to explain the particular consumer situations handled by that career for that business. Review his responses with him and give him some consumer situations to determine the careers and businesses that would best handle the given situations.

2. Give the student a copy of Special Activity Sheet #9: "Marketing Services: Group Research Project" and have him develop a personal services notebook as directed. As the student is working on his notebook, discuss various consumer situations involving personal services and have him relate the personal service businesses and marketing careers in his notebook that would best handle the situations that you have described.

Special Media

1. Film: "What Do You Want?"
2. Filmstrip: "Career Game"

3. Slides: "Careers in Service Stations"
4. *Career World Magazine*, Vol. 1, No. 7, March 1973, "Personal Services Occupations."
5. *Career Briefs*
6. *Dictionary of Occupational Titles*
7. *Encyclopedia of Occupational Titles*
8. *Finding Your Job Booklets*
9. *Handbook of Job Facts*
10. *Occupational Awareness Mini-Briefs*
11. *Occupational Briefs*, Chronicle Guidance
12. *Occupational Guidance Booklets*
13. *Occupations and Careers*
14. *Popeye and Personal Service Careers*



**lodging—food—
living in luxury**

LODGING/FOOD: LIVING IN LUXURY

Competency

Ability to relate marketing careers to the services provided by the food and lodging industries.

Objectives

1. Given ten marketing career titles in food and lodging and their descriptions, the student will match the titles to the descriptions with 80% accuracy. (Knowledge)
2. Given a blank career progression diagram and ten marketing careers in lodging and food services, the student will develop a logical career sequence of occupations from the entry to management levels with 80% accuracy. (Comprehension)
3. Given five customer situations involving the marketing of services in food and lodging, the student will indicate the marketing career personnel who would best handle the given situations with 80% accuracy. (Application)

Concepts

1. Lodging businesses provide sleeping and resting accommodations to their guests. Lodging businesses include hotels, motels, and resorts. Many of them also provide food services. The food service industry provides customers with the convenience of prepared food and beverages. Types of food service businesses include restaurants, cafeterias, fast food operations, and catering firms. Together the food and lodging businesses are often called the hospitality industry.
2. In our mobile society, the demand for lodging and food services has increased tremendously throughout the nation. With Florida's many recreational and tourist industries drawing millions of tourists each year, the food and lodging services have become the leader in providing career opportunities. Some of the marketing careers available in food and lodging include:

MARKETING CAREER	JOB DESCRIPTION
Assistant Manager	Aids the restaurant manager in operating the business
Bell Captain	Organizes and supervises the activities of bellmen
Bellman	Provides special services for guests including baggage handling
Busboy	Clears and sets tables, aids waiters-waitresses
Cashier	Handles payment of bills, cashing of checks, and making daily reports
Caterer	Plans, directs, and controls personnel and activities in the preparation and serving of food prepared and delivered to a client

Checker	Totals food items on cafeteria tray and places slip on customer's tray
Convention Coordinator	Organizes and oversees program and facilities activities for a meeting, assists guests in handling meeting details
Counter Girl	Serves food customers at quick-service seating
Doorman	Greets guests at the door, has baggage and automobile taken care of for customers
Elevator Operator	Runs the elevator for hotel guests and provides them information
Executive Assistant	Aids the innkeeper in supervising personnel and activities in a hotel/motel
Executive Housekeeper	Inspects rooms and public areas for cleanliness and order and supervises cleaning people
Front Desk Supervisor	Coordinates all front desk activities and workers in a hotel/motel
Head Waiter	Oversees all dining room activities and serving personnel
Hostess Host	Greets customers as they enter a dining area and escorts them to their table
Innkeeper	Directs and controls all lodging activities and personnel
Maitre d'	Supervises all food preparation and serving personnel
Night Manager	Supervises closing of day's books and arranging the following morning check-outs
Parking Attendant	Parks, secures, and returns a guest's automobile and gives him a claim check
Purchasing Steward	Purchases foodstuffs, equipment, and supplies for a food service business
Purchasing Manager	Directs all buying activities for a food/lodging chain
Recreation Coordinator	Plans, organizes, and supervises leisure activities for lodging guests
Reservation Clerk	Receives and handles advance room requests and arrangements
Restaurant Manager	Directs and coordinates all food service workers and activities

Room Clerk	Assists guests in selecting and registering for their rooms
Sales Manager	Supervises all personal selling and promotional personnel and activities for a hotel
Service Superintendent	Coordinates all public area activities and workers including baggage handlers, doormen, elevator operators, and maintenance personnel
Server	Takes order and serves food to cafeteria customers
Waiter Waitress	Answers questions concerning food, writes and places orders, and serves the customers

3. Personnel may begin and advance in the food and lodging industries in various ways. The career levels of the marketing careers below suggest several progression avenues:

Management Specialist

Caterer	Service Superintendent
Restaurant Manager	Innkeeper
Assistant Manager	Executive Assistant
Purchasing Steward	Sales Manager
Front Desk Supervisor	Night Manager

Waitress

Advanced Career

Convention Coordinator	Sail Captain
Executive Housekeeper	Head Waiter
Purchasing Steward	Recreation Coordinator
Room Clerk	Reservation Clerk

Host Hostess

Job Entry

Busboy	Checker
Seaman	Cashier
Counter Girl	Server

Doorman	Elevator Operator
Parking Attendant	Waiter Waitress
4. Many lodging businesses provide numerous services to their customers in providing them with room accommodations. Some of these include:	
Entertainment	Room Service
Laundry Cleaning	Limousine Service
Playground	Sports Facilities
Beauty Barber Shops	Swimming Pool
Telephone Messages	Baby Sitters
Television Radio	Vending Machines

Equipment

1. Filmstrip projector, 16 mm film projector, slide projector.
2. Tape recorder, record player, video tape recorder.
3. Overhead projector, bulletin board, chalkboard.

Materials

1. Films: "At Your Service"
"The Freedom to Success"
"Hamburger University"
"Hotel Beach Party"
"I Like People (Room Clerk)"
"The Magic Touch (Maid)"
"Road to Hospitality"
"The Ten Minute Ambassador (Bellman)"
2. Filmstrips:
3. Cassette Tapes: "American Occupations"
"Career Development"
"Career tapes series"
4. Career Opportunities: *Marketing, Business and Office Specialists*
5. Career Opportunities, New York Life Insurance Company
6. "Career World," Vol. 1, No. 9, May 1973
7. *Career Briefs*

8. *Dictionary of Occupational Titles*
9. *Encyclopedia of Careers and Vocational Guidance*, Vol. I & II
10. *Finding Your Job Booklets*
11. *Food Service: A Career to Consider Booklet*
12. *Food Service Worker Booklet*
13. *Handbook of Job Facts*
14. *Job Experience Kit: Motel Manager*
15. *Occupational Awareness Mini-Briefs*
16. *Occupational Briefs*. Chronicle Guidance
17. *Occupational Briefs*. Science Research
18. *Occupational Guidance Booklets*
19. *Occupational Guides*
20. *Occupations and Careers*
21. *Project Learn Units*
22. *What Job For Me*
23. *Work Briefs*
24. *Your Career in the Hotel/Motel Industry*
25. *Your Job in Distribution*

Supplies

1. Cardboard boxes, light wood, construction paper, posterboard.
2. Glue, tape, stapler, scissors, thumb tacks, rulers.
3. Magic markers, felt-tip pens, pen, index cards.

Special Resources

1. Student Handouts #69-79
2. American Hotel and Motel Association
3. National Restaurant Association

THE LODGING/FOOD SCENE—KEY

1. The following careers should have been identified:

- | | |
|--------------------------|-----------------------|
| 1. Innkeeper | 6. Restaurant Manager |
| 2. Executive Housekeeper | 7. Reservation Clerk |
| 3. Front Desk Clerk | 8. Bellman |
| 4. Hostess | 9. Waitress |
| 5. Cashier | 10. Busboy |

The student will satisfy objective #1 if he identifies 8 careers correctly for 80% accuracy.

2. The marketing careers should have been arranged in the following order:

LODGING

1. Innkeeper
2. Service Superintendent
3. Bell Captain
4. Front Desk Clerk
5. Bellman

FOOD

1. Restaurant Manager
2. Maitre d'
3. Head Waiter
4. Waitress
5. Busboy

If the student arranges 8 of the careers in the correct order for 80% accuracy, he will have achieved objective #2.

3. These careers should have been circled:

1. B — Restaurant Manager
2. D — Bellman
3. D — Reservation Clerk
4. B — Convention Coordinator
5. A — Maitre d'

A score of 4 correct answers for 80% accuracy, will satisfy objective #3.

THE LODGING/FOOD SURVEY — Key

1. These answers should have been given:

- | | |
|------|-------|
| 1. J | 6. I |
| 2. G | 7. B |
| 3. A | 8. E |
| 4. C | 9. H |
| 5. D | 10. F |

The student will satisfy objective #1 if he correctly matches 8 careers for 80% accuracy.

2. The marketing careers should have been arranged in the following order:

LODGING	FOOD
1. Innkeeper	1. Restaurant Manager
2. Service Superintendent	2. Maitre d'
3. Front Desk Clerk	3. Head Waiter
4. Doorman	4. Waitress
5. Bellman	5. Busboy

If the student arranges 8 of the careers in the correct order for 80% accuracy, he will have achieved objective #2.

3. These careers would best handle the situations:

1. Convention Coordinator
2. Purchasing Manager
3. Front Desk Clerk
4. Cashier
5. Maitre d'

A score of 4 correct answers for 80% accuracy will satisfy objective #3.

LEARNING ACTIVITIES

UNIT TITLE *Lodging/Food: Living in Luxury*

UNIT #10 OBJECTIVE #1

Group

1. Review the guidelines in Special Activity Sheet #7: "Career Trip" and schedule a field trip to a large hotel in the area-which has a restaurant and which hosts conventions. Prepare students ahead of time to find as many job titles as possible while they are on the trip. If possible, take slides on the trip and collect any samples of postcards, brochures, etc.

When you return, have each student list as many career titles as possible that he can remember from the trip. Compile a list on the chalkboard and have students explain the job duties of each career.

2. After you have covered the career information in Student Handout #69: "Lodging and Food Careers," give each student a blank copy of Student Handout #71: "Hotel." Provide them a list of food careers for the first two columns "H" and "O" and have them write ten careers in the ten spaces. Give them a list of Hotel careers and have them put fourteen careers in the three columns "T," "E," and "L."

If you took slides on a field trip, you might alternate showing slides and giving job descriptions to students and having them guess the career title. If they have the career title they would place a marker in that box. The game should be played like bingo, but a slide should be shown or a description read instead of giving the career title.

Individual

1. Give the student a copy of Student Handout #69: "Lodging and Food Careers" and have him study the information. When he has finished the information have him complete the attached scramble puzzle. Review his answers with him and discuss the responsibilities of each career in the puzzle.
2. Provide the learner with Student Handout #72: "Lodging Food Services Puzzle." Ask the student to read each job description and place the correct career title in the appropriate blanks of the puzzle. Check the students' answers and review the food lodging careers and job duties.

Special Media

1. Films:
 - "At Your Service"
 - "The Freedom to Success"
 - "Hamburger University"
 - "Hotel Beach Party"
 - "I Like People (Room Clerk)"
 - "The Magic Touch (Maid)"
 - "Road to Hospitality"
 - "The Ten Minute Ambassador (Bellman)"
2. Cassette Tapes:
 - "American Occupations"
 - "Career Development"
 - "Career tapes series"

3. *Career Opportunities: Marketing, Business and Office Specialists*
4. *Career Opportunities, New York Life Insurance Company*
5. "Career World," Vol. 1, No. 9, May 1973
6. *Career Briefs*
7. *Dictionary of Occupational Titles*

LEARNING ACTIVITIES

UNIT TITLE *Lodging/Food: Living in Luxury*

UNIT #10 OBJECTIVE #2

Group

1. Write the following question on the chalkboard or overhead projector: Who would you rather be? Write these twelve marketing careers in lodging and food services underneath the question:

Innkeeper
Service Superintendent
Room Clerk
Reservation Clerk
Executive Housekeeper
Bellman

Restaurant Manager
Maitre d'
Host/Hostess
Waitress/Waiter
Busboy
Cashier

Ask students to indicate by voting which job they would select from those given. Have them explain why. If they tend to select careers such as Innkeeper or Restaurant Manager, ask them why they selected those. Have them relate career steps which usually must be taken in reaching the management level careers of Innkeeper and Restaurant Manager. Include other careers that are not listed.

2. Divide the class into three teams and select a scorekeeper. Make a transparency of the "Career Chart" in Student Handout #73 and project it on the wall or screen. Explain to the class that each step of the triangle equals a step in career progression from entry to management level in the food/lodging services.

Develop questions pertaining to each career step 1-6. Explain to students that each team must answer a question correctly at each step before it can go on to the next. For example, they must answer a question at step #1 before they can go to step #2. The first team to reach the top management level wins the game. Have the team draw numbered slips to determine which team begins the game, who will be second, and third.

Individual

1. Give the student a copy of Student Handout #74: "Career Ladders in Food and Lodging." Have him study the job progression and answer the questions at the end. When he is finished, review his responses with him and relate the various career avenues which may be taken.
2. Provide the learner with Student Handout #75: "Lodging Food Brainteaser" and ask him to complete the puzzle as directed. When he is finished, review the solution to the puzzle and the career ladders available in the food and lodging service industries.

Using Media

1. *Encyclopedia of Careers and Vocational Guidance*, Vol. I & II
2. *Finding You: Job Booklets*
3. *Career Service: A Career to Consider Booklet*

4. *Food Service Worker Booklet*
5. *Handbook of Job Facts*
6. *Job Experience Kit: Motel Manager*
7. *Occupational Awareness Mini-Briefs*
8. *Occupational Briefs. Chronicle Guidance*
9. *Occupational Briefs. Science Research*
10. *Occupational Guidance Booklets*
11. *Occupational Guides*
12. *Occupations and Careers*
13. *Project Loom Units*
14. *What Job For Me*
15. *Work Briefs*
16. *Your Career in the Hotel/Motel Industry*
17. *Your Job In Distribution*

LEARNING ACTIVITIES

UNIT TITLE *Lodging/Food: Living in Luxury* UNIT #10 OBJECTIVE #3

Group

1. Brainstorm with the group for 2-3 minutes on the types of services which a hotel-restaurant might offer to its guests. Have a student serve as a recorder or use a tape recorder to tape the responses. Remind students that this is not a time for discussion; they will have an opportunity to decide on answers in a few minutes. Discuss the services mentioned by the students and add any to the list they have not provided.

Make a transparency of Student Handout #76: "Service Success" and give students copies of it. Ask them to shade in the areas which are services and review it on the transparency. Have students explain which hotel and restaurant careers would be involved with the services and others identified in the brainstorm session.

Ask students what marketing services hotels and restaurants offer that aid other businesses in their operation and how. Include in your discussion real estate, finance, insurance, transportation, recreation, communications, business services, and personal services.

2. After the students have studied the information in Student Handout #77: "Services in the Hotel Restaurant", have the students design and construct a motel and restaurant using some of the guidelines in Student Handout #78: "Building a Model Motel." Have the students identify the services that their motel restaurant will offer including the recreation facilities. Let them develop the motel restaurant using their ideas. Have them identify the marketing careers which would be involved in providing the services to their customers and guests.

Individual

1. Give the learner Student Handout #77: "Services in the Hotel Restaurant." Have him study the information and complete the activities following the information. Review his results with him and discuss the various services provided by hotels and food establishments to their customers.
2. Provide the student with Student Handout #79: "Activities in the Hotel Restaurant" and have him complete all the related activities attached. After he has completed the activities, review his results with him. Ask him to name some special services provided by hotels and restaurants and name the marketing careers which would be involved in providing these services.



SPECIAL ACTIVITIES

CAREER DECISION

1

Choosing a career which will give you job satisfaction for the rest of your life may well be the most important decision you will ever make. You must make this decision carefully and wisely. You will find almost limitless job opportunities in the field of marketing.

Most young people entering the labor market today will change jobs from three to twelve times during their lifetimes. There are many reasons why workers change jobs: personality problems, health, financial, improper training, job obsolescence, work adjustment, advancement, and in many cases a poor career choice by the worker.

To make the right career decision, you must match your interests, aptitudes, values, and personal qualities with an occupation needing your abilities and rewarding your interests. Select three careers in which you think you might be interested. Check the *Dictionary of Occupational Titles*, *Encyclopedia of Careers and Vocational Guidance*, and *Occupational Outlook Handbook*, *Handbook of Job Facts*, and other career information sources that are available to you. Investigate each career thoroughly and choose the one which seems to match your talents, values, and interests, as well as provide a challenging, interesting, and satisfying career. Remember that this decision must satisfy your long-term goals.

First career choice _____

Second career choice _____

Third career choice _____

CAREER EXPLORATION CHART

Career Title _____ Age _____ Sex _____

Educational Qualifications _____

Age _____ Sex _____

Career Experience Required _____

Personality Traits Necessary _____

Physical Health Requirements _____

Special Requirements _____

Working Conditions _____

Occupational Rewards _____

Advancement Opportunities _____

Occupational Outlook _____

Occupational Tasks Performed _____

CAREER INTERVIEW

3

Student's Name: _____ Date: _____

Name of person interviewed: _____ Business: _____

Questions to be asked by person conducting the interview:

1. What is your career title? _____
2. What tasks do you perform on your job? _____
3. What educational training and occupational experience is needed? _____
4. What personality traits are most important in your field?

5. What skills and knowledge are required in this occupation?

6. How would you describe the working conditions of your job?

7. Could you tell me the approximate starting salary of workers in your occupation?

8. What are some of the fringe benefits and rewards offered by your company?

9. What do you consider the major advantages of your career?

10. What are the major disadvantages of your occupation?

11. What are the advancement opportunities in your occupation?

12. Is the employment outlook in the future good for this career?

CAREER QUESTIONNAIRE

1. Name: _____ 2. Employer: _____

3. Job Title: _____ 4. Address: _____

5. Job Duties: _____

6. How did you get your job or the job leading to it?

- | | |
|--|---|
| <input type="checkbox"/> Public employment office | <input type="checkbox"/> Newspaper want ads |
| <input type="checkbox"/> Private employment office | <input type="checkbox"/> DOL Coordinator |
| <input type="checkbox"/> Friends and relatives | <input type="checkbox"/> Personal application |

7. What type of training did you receive before going to work full-time?

- | | |
|--|---|
| <input type="checkbox"/> Less than high school | <input type="checkbox"/> Junior college (2 years) |
| <input type="checkbox"/> High school | <input type="checkbox"/> Senior college (4 years) |
| <input type="checkbox"/> Vocational school | <input type="checkbox"/> On-the-job training |

8. Did your employer provide a training period?

Yes No How Long? _____

9. How well did your school subjects prepare you for your job?

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Very great | <input type="checkbox"/> Moderate |
| <input type="checkbox"/> Good | <input type="checkbox"/> Very little |

10. What type of grades did you make in high school?

Above average Average Below average

11. Which high school subjects do you feel best prepared you for your job?

12. Which high school subjects were least helpful in preparing you for your job?

13. How do you like your job?

- | | |
|--|--|
| <input type="checkbox"/> Like it very well | <input type="checkbox"/> Dislike it somewhat |
| <input type="checkbox"/> Like it fairly well | <input type="checkbox"/> Dislike it a great deal |

14. What aspects of your job do you like the most?

15. What aspects of your job do you dislike the most?

16. Would you be willing to visit our Career Exploration class and answer questions about

CAREER SPEAKER

Resource persons from the local business community should be invited to talk about their careers to students. An effort should be made to invite workers from all career levels and types of businesses.

Many potential speakers decline invitations to appear before classes because they dislike preparing and making speeches. They may be more likely to respond if the teacher discourages them from making formal speeches but simply asks them to be prepared to discuss their job responsibilities and answer the questions of students.

Prior to the speaker's visit students should:

- * Learn as much as possible about the speaker's occupation.
- * Try to gather information about the business for which the speaker works.
- * Be prepared to ask the speaker pertinent questions.

Tape recordings should be made of visits by resource persons and filed for later use. These tapes may be played for other classes later in the day, if the speaker can stay for only one class meeting. Students who are absent may also profit from hearing the tape. In addition, a career file for other terms can be developed.

During the next class meeting, students should discuss the points covered by the speaker and consider their own suitability for the occupation represented by the speaker.

Many times local organizations such as Sales and Marketing Executives, Rotary, Kiwanis, and Chamber of Commerce may be willing to establish a speaker's committee responsible for furnishing resource persons for career exploration classes. Although many people who belong to these organizations hold managerial professional jobs, most of them are willing to release their employees for classroom visits.

CAREER SURVEY

1. Name of firm: _____ 2. Type of business: _____

3. Number of employees: _____ 4. Person surveyed: _____

5. Please identify the types of jobs found in your business.

6. Is part time or summer employment available for high school students?

7. What fringe benefits such as vacations, insurance, retirement, etc., are offered?

8. What type of education or special training is required for securing a job with your organization?

9. What tests or licenses are needed in your business?

10. What qualities do you look for in considering a person for employment?

11. Would you or a representative of your business be willing to participate in a Career Day program or speak to our class about your firm?

12. What is the future occupational outlook for careers in this business?

CAREER TRIP

7

A field trip or tour is a carefully arranged event in which a group visits an object or place of interest for first-hand observation and study. The trip can range from a short visit to a single location to one lasting several days and covering several states.

Plant tours give the students an opportunity to see, hear, feel, and smell the environment in which they might work. Naturally, the teacher must make arrangements with the principal for transportation and released time for students. In some school systems insurance and parental approval forms are required for students making tours. Trips, even in small communities, may be scheduled to places of employment such as department stores, mail-order houses, service/stations, supermarkets, and automatic vending companies.

In selecting businesses, it may be wise to visit places where former students are employed. Students should be encouraged to concentrate on the functions that workers actually perform as well as the process. Interesting discussions in class meetings after the trip may be initiated to determine what the students liked or disliked about the various jobs.

The Field Trip Should Be Used:

1. To provide first-hand study of careers and activities that cannot be easily brought to the learning group.
2. To stimulate interest about marketing careers.
3. To illustrate the examples of marketing careers and activities in their natural business environment.
4. To relate classroom study to practical business situations.

Some Advantages Of A Field Trip Include:

1. Seeing careers in action is usually more meaningful than hearing or reading about them.
2. The careers can be seen in relation to each other within the business setting.
3. Usually has a high motivational value for the participants.

Although some teachers feel that they are inconveniencing those in industry and business by requesting permission to tour their facilities, most businessmen are themselves parents and are usually happy to have students visit their places of business.

Arrangements might be made for students to tour nearby colleges and vocational schools. Junior high students may benefit from touring the local Vocational-Technical Center or high schools which offers Distributive Education career programs. If possible, let students talk to high school or community college students who are enrolled in Distributive Education training programs.

CAREER TRIP REPORT

Name: _____ Date of Field Trip: _____

Place visited: _____

List some of the occupations which you observed:

List specific activities in which persons in each of these occupations were engaged:

List skills which are required for workers in these occupations:

What education training and career experience is needed in these jobs?

Which of the jobs or activities did you find most interesting?

Which of the jobs or activities observed did you find least interesting?

Did the workers seem to enjoy their jobs?

Would you recommend this career trip to other students? Why or why not?

Making Mobiles*

A colorful flutter of shapes and styles, mobiles are an interesting, fun method that can be used most effectively to introduce, emphasize, and reinforce significant terms which you want your students to remember. Whether you want to stress the basic steps in selling, the major functions in marketing, or the kinds of customer services—a bright, floating mobile cluster is just the approach to use for your "daydreamer" or "sleeper" student.

Time, as always, is an important factor to consider. Alternatives to creating an original mobile are available for those of you who are not artistically inclined nor have the time to spare. First, a variety of plastic or paper mobiles can be located in many novelty stores or departments ranging in price from \$1.00 - \$3.00. The shapes of an individual mobile's pieces may be traced onto construction paper, posterboard, or cardstock. The desired terms, illustrations, phrases, etc. can then be depicted on each outlined piece.

After each shape has been cut out, glue or tape it to the purchased mobile. Since most of the manufactured cluster mobiles are multicolored, the message or illustration on the solid colored paper is easier to read, as well as a contrast to watch as the mobile floats. A variety of different solid colors which blend with those colors in the purchased mobile is usually the most effective choice, and messages in red or black seem to attract more attention.

Another alternative for the economy-minded folks is to purchase mobile paperback books. These booklets are currently available in many variety and drug stores, including Eckerd's Drug Stores, McCrory's, and Woolworth's at price ranges of \$.39 - \$.99. One of the better buys presently available is "Bright Butterflies" priced at \$.39 published by Whitman Co. This particular booklet contains a total of 36 pieces with instructions for assembling as was described in the above paragraph. Usually, four to eight pieces in a mobile cluster are most effective in achieving your educational aim or purpose.

In assembling a mobile, many types of string may be used. Kite string or nylon fishing line are often used. Magic markers can be employed to make the line more attractive. Ordinary knitting yarn or sewing thread make an excellent finishing touch to your project. Solid colors or multicolored yarn may be purchased at almost any variety, department, or fabric store for \$.39 - \$.59 to make approximately ten mobile clusters, depending upon their size.

Support wire for the mobile may consist of floristry wire, chicken wire, or coat hangers. Generally, floristry wire can be purchased from a local florist for 2 cents - 3 cents per foot.

Making mobiles can be an interesting learning activity for students. Why not let them each create a mobile for some unit? Terms and illustrations involved will reinforce information to the individual student as well as to other classmates when it is hung in the room.

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MARKETING SERVICES*
Group Research Project

1. To supplement the instruction of marketing services, students will be required to gather information on the assigned marketing service topic. The project will be assembled and tabbed using a notebook or similar means.
2. The notebook should contain as a minimum the following:
 - a. A detailed listing of all the jobs which are found in your marketing service topic.
 - b. A detailed listing of the services provided by your marketing services activity.
 - c. If desired, you may prepare a collage depicting pictures concerning your topic.
 - d. A list of want ads from the newspaper relating to jobs found in your marketing service activity.
 - e. News articles, magazine articles, pictures, drawings and other type material related to your topic.
 - f. Information material, brochures, and forms that you may have obtained from a personal visit to a local marketing service activity pertaining to your topic.
 - g. Any other materials that will add information about your topic.
3. Where to get information and materials for your project:
 - a. School or community library.
 - b. Newspapers and magazines.
 - c. Personal visit to a marketing service activity.
4. Your project will be graded based on the quality and amount of pertinent material you have collected, originality, neatness and arrangement. The grade assigned to a project will also be assigned to each member of the group.
5. Be creative and use your imagination. The guidelines for this project need not be strictly followed if you think you can come up with some better ideas. Plan how and what you are going to do and you will be pleasantly surprised on what can be accomplished if the members of the group all work together.

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PERSONAL CAREER ANALYSIS

10

Analyze your career using the following questions as guidelines. Reflect your views for each of them on the lines provided:

1. Age: How old must I be to enter the occupation?

2. Sex: Is this an occupation in which others of my sex are normally employed?

3. Do I have the necessary physical or health requirements? Can I get them?

4. What personality traits do I have that would help me in this career?

1

5. How could I enter this occupation—education, experience, personal qualities, special requirements? Am I willing to obtain them?

6. What subjects in school would help me most to prepare for this career?

7. What are the local opportunities for this job? Am I likely to find a job opening in small towns as well as cities?

8. Interest: Do I possess this interest? If not, could I develop interest in this type of work?

9. Values and Attitudes: Does anything about this job violate values and attitudes I have about people and work? If so, could I adjust to situations that required that I change my values and attitudes?

10. Would I be happy doing this kind of work? Why or why not?

PERSONALITY OF THE DAY PROJECT*

11

Purpose

Attached is a personality questionnaire that can be used to achieve several objectives.

It provides you and other students with a better knowledge and understanding of the students in the class.

It gives you information for final reports.

It aids the expression of the individual's personality.

So many students know very little about each other and are acquainted with their own select group. Oftentimes they do not even know their classmates full names.

Preparation

Have each student bring a picture of himself to class. It may be either a school picture or a snapshot.

Have each student fill out the personality questionnaire. Collect the questionnaires and attach the pictures to them.

Review the questionnaires and decide the order in which you will present students according to their responses.

Procedure

Allow a couple of minutes at the beginning of each period to introduce the "Personality of the Day." Begin by telling the class something about the person without revealing his name. Be selective in your information so as not to embarrass the student. Keep in line with such statements as, "This personality would like to be a fashion buyer and really likes working with people," or "This person says he is afraid of snakes and the dark."

Then let the students try to identify the person. Follow this with a BIG introduction, announce the student's name, and reveal his picture (tacked on a poster behind a portable screen or whatever method you devise). Applaud the person and have him or her sit in the "Honored Chair or Desk." You will find the first few students to be shy and embarrassed to have their pictures on display. You can overcome this by praising the person and complimenting the picture and keep right on moving to the next part of the day so as not to lag after the introduction.

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Personality Questionnaire*

Complete the following sentences about yourself and your particular personality. Be certain that you write in complete sentences.

1. I would like to be a _____
2. I feel proud when _____
3. The future looks _____
4. I wish my parents _____
5. To me school _____
6. People think I _____
7. On weekends I _____
8. I hope I'll never _____
9. I wish people wouldn't _____
10. When I finish school _____
11. I'm afraid of _____
12. Comic books are _____
13. When I take my report card home _____

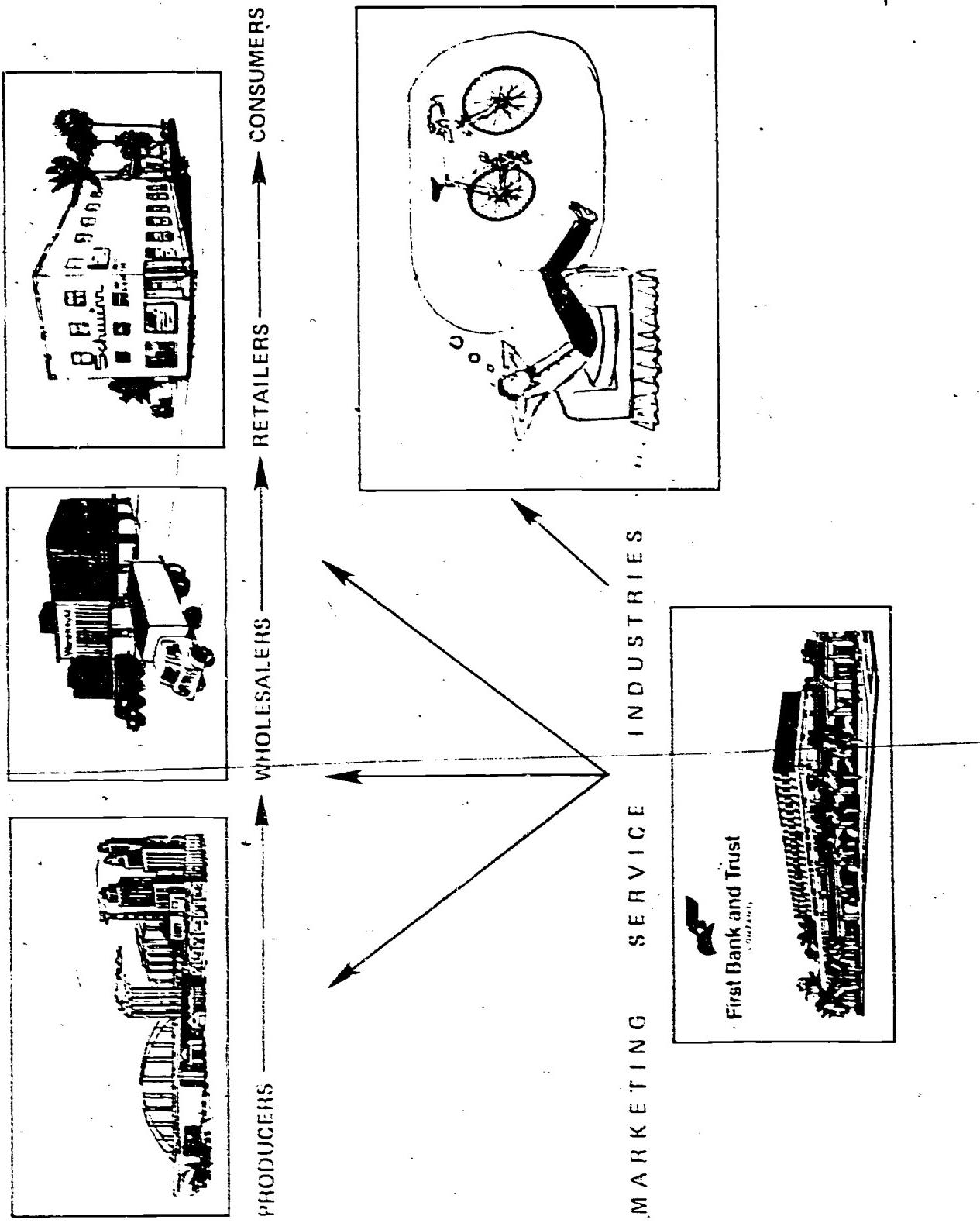
*Developed and reprinted with the permission of Mr. Bruce Baptist

14. I am at my best when _____
15. Most brothers and sisters _____
16. I don't know how to _____
17. I often worry _____
18. I wish I could _____
19. I look forward to _____
20. I wish _____
21. My age is _____
22. My address is _____
23. I will be a success if _____
24. My best quality is _____
25. If I worked in retailing _____



student handouts

CHANNELS OF DISTRIBUTION: HOW WE GET OUR GOODS



COMPONENTS IN THE CHANNELS OF DISTRIBUTION

Marty slipped into his car seat and cranked the engine. As he drove down the main street, he gazed into the store windows. He had been looking for a new suit to wear when he went applying for a job next week. Marty had decided that he wanted a career in marketing. As a consumer, he had been in the habit of buying goods and services for his use, not for resale. Now, he wanted to pursue a career in marketing.

Marketing. That's a heavy sounding word, he thought. But it's not hard to understand. Marketing involves all the activities necessary in getting or distributing goods and services to consumers or businesses. It is concerned with buying the materials, machinery, and manpower needed for production or operation, but not with the actual production or processing of a product. It includes product planning and research, as well as all the activities necessary to get the goods from the producer to the consumer.

Marty turned on the radio and listened to his favorite rock station. Gee, he thought, I really don't know whether I want to work for a producer, a wholesaler, a retailer, or a marketing service industry. He laughed to himself. A year ago, he didn't even know what those words meant. He turned onto the interstate and settled back for his hour drive thinking about the different kinds of businesses in which he could launch his marketing career.

Producers (Manufacturers, Converters, Farmers, Miners, etc.)

All goods must first be produced. Vegetables, fruits, and meats must be grown on a farm. Many foods must be processed in a cannery. Clothes that we wear must be made in a factory. Our cars and bicycles have to be manufactured using an assembly line. Oil wells are drilled; refineries convert it into the gasoline and fuel oil we need. Coal is extracted or taken out of mines to provide heat and energy. There are all kinds of opportunities with producers.

It's not always practical to get the things we want or need directly from the producer, Marty said to himself. Consumers obtain products in one of many ways. If a person can't buy goods directly from the producer, he usually buys them from a local retail store. The retailer may buy those goods, such as the clothing items, directly from the factory, or producer. Sometimes, he may get them from a wholesaler. The wholesaler provides fast delivery and many services to all kinds of businesses, but especially to smaller retail stores. Marketing service industries provide services to all businesses, as well as to consumers.

Some or all of these businesses can be involved in getting the goods from the original producer to the consumer. All the different paths that can be used are called the channels of distribution. Gee, Marty thought, I've got to review all I know about wholesalers, retailers, and marketing service industries so I can decide where I want to apply for a job.

Wholesale Businesses

Wholesalers buy from manufacturers or other wholesalers, and mostly resell their merchandise to the retailers. They must determine what the retailers want to buy and study the products which the manufacturer's have to sell in order to satisfy the retailers' demands and make a profit. Sometimes a representative acts for several manufacturers or wholesalers in selling goods and is called an agent. There are many different types of wholesalers — some carry a wide variety of merchandise, while others carry only a limited line of merchandise. Examples of wholesalers include:

General Wholesaler

Food Broker

Petroleum Jobber

Drug Wholesaler

Automobile Parts Distributor

Building Supply Wholesaler

Look in your telephone directory. How many different types of wholesalers are located in your community? What type(s) of product(s) do they carry? What kinds of businesses do they service?

Retail Stores

Retail stores buy their merchandise from the wholesalers or from the manufacturers or both, and resell them to the ultimate consumer, namely you. Department stores, such as Sears, Penney's, and Ward's are quite large and carry a wide variety of merchandise. Other retail stores carry a particular line of merchandise such as:

- | | |
|------------------------------------|-----------------------------|
| 1. Apparel and Accessories | 5. Home Furnishings |
| 2. Automotive Parts | 6. Petroleum Products |
| 3. Groceries and Related Items | 7. Farm and Garden Supplies |
| 4. Hardware and Building Materials | 8. Musical Equipment |

Think about your home town for a moment. Can you identify a large department store that carries a wide variety of merchandise? Can you identify a store in your town for each of the products given above?

Service Industries

Service industries provide a service either to the consumer, namely you, or to another business. The services they provide to you may help to make your life more pleasant, more enjoyable, or more secure. The services which they provide to another business enables that business to carry on its operations and, therefore, meet the demands for its products and/or services. Examples of service industries include such businesses as:

-
- | | |
|--------------------------------|------------------------------|
| 1. Advertising Agencies | 6. Newspapers and Publishers |
| 2. Banks and Finance Companies | 7. Insurance Companies |
| 3. Movie Theatres | 8. Real Estate Agencies |
| 4. Stock Exchanges | 9. Travel Agencies |
| 5. Restaurants and Hotels | 10. Transportation Companies |

Again, think about your home town for a moment. What types of service industries are located in your community? What types of services do each of these institutions provide?

Marty muttered to himself, "Wow, this really blows my mind." There are so many different types of marketing businesses in which I could work. Let me see if I can briefly cover the main points I just reviewed.

Marketing Review

1. The business which grows, harvests, processes, or manufactures a product is known as the _____
2. The business which sells goods directly to the consumer is the _____
3. The business which sells services to other businesses as well as to the consumer is the _____
4. The business which serves as a middleman between the manufacturer and the store where a customer buys it is the _____
5. A person who buys a product from a store for his own use is a _____
6. The flow of goods from the producer to the consumer occurs in the _____
7. A businessman who may represent more than one manufacturer or wholesaler in selling to the retailer is known as an _____
8. Draw three channels of distribution using P for Producer, W for Wholesaler, R for Retailer, C for Consumer, and S for Services. Draw arrows between the letters to show the flow of goods from one component to another, beginning with the producer and ending with the consumer. Three blanks are provided for each of the channels. An example might be: P — R — W — C.

9. The Channel which is most frequently used is: _____
10. All of the activities involved in acquiring and distributing goods or services to businesses or consumers is called _____

MARKETING MATCH

Participants

1 Emcee Judge

2 Players

1 Scorekeeper

Directions:

This game activity may be used to introduce marketing functions, as well as to reinforce or review the eight basic marketing activities and the coordinating element of management. For understanding of the terms and reinforcement purposes, the students should explain the terms as described herein. Develop cards with each of the following terms written on one side of them, so that you have two cards for each term or a total of twenty card's. On the back of each card, place a number from 1-20 so that each card has a different number. Alternate the numbers on the cards so that there is no special pattern relating to the marketing functions and management.

Place the cards on a table with the numbers facing up so that there are four rows of five cards with 1-5 on the first row, 6-10 on the second row, etc. Have the two players or teams flip a coin to determine who shall begin the game. A student will select two numbers. When he has two identical terms, he must give the explanation or definition of the term to win a point for himself or his team. A simple match of the two identical terms does not earn a point. The exception applies if a student picks a free match card and a term, he does not have to give the definition and receives a complimentary point. The game is won by the person or team receiving the highest number of points.

Make two cards each of the following terms to form one set:

MARKET RESEARCH (MR)	BUYING (BU)
STORAGE (ST)	RISK (RI)
MANAGEMENT (MG)	

STANDARDIZATION (SN)	SELLING (SE)
TRANSPORTATION (TR)	FINANCE (FI)
	FREE MATCH (FM)

It is suggested that a teacher have several sets made up so that terms are in different orders and can be used on a rotation basis. A runoff could be played with the top scorers in the class if the entire class has been involved in playing the game.

Sample Gameboard

1	2	3	4	5	MR	BU	ST	RI	MG
6	7	8	9	10	FM	FI	TR	SE	SN
11	12	13	14	15	MG	SN	RI	ST	MR
16	17	18	19	20	BU	TR	FI	SE	FM

If the gameboard is to be used by two teams, a bulletin board or pegboard may be employed. Pieces of construction paper arranged on the board and held by hooks or thumbtacks would allow easier viewing for larger numbers of students.

			BUYING
MARKETING RESEARCH	FINANCE	STANDARDIZING	SELLING
MANAGEMENT	RISK	TRANSPORTING	STORAGE
			FREE MATCH
STANDARDIZING	SELLING	MARKETING RESEARCH	FINANCE
BUYING	TRANSPORTING	FREE MATCH	MANAGEMENT
			RISK

MAKING IT IN MARKETING

Marty listened to the radio announcer say, "Train for a marketing career by signing up with your high school Distributive Education Coordinator or with your junior college Marketing Management Coordinator." Marty smiled. He had signed up a year ago. Last year he had gotten classroom instruction about marketing by working in a model business set up right at school. Now, he was ready for the real thing! He was going to train on-the-job as well as study at school. He would train in the afternoons, get course credit, and earn money all at the same time.

Marty remembered his teacher-coordinator saying that all careers in Marketing could be classified into one of the eight basic marketing activities or functions. Marketing is a big area of importance. More than half of the American workers are employed in a marketing or marketing-related job. All of these jobs can be put in one of the eight marketing functions or activities. Management is concerned with all eight marketing functions, and serves as a coordinator of all of the activities or functions in all kinds of businesses and industries.

Marketing Research

An interesting function of Marketing is Marketing Research. Marketing researchers try to find information about the way a business operates or the products a customer wants to buy so that good decisions can be made in running the business. Also, Marketing Research is used to find out what kinds of people would want to buy a certain product. For instance, a new product could be designed and produced, but after a market research project is carried out, the results may show that no one would buy that new product if it was produced in large quantities. So the question would be, why produce the new product if no one would buy it? To find out this kind of information is the purpose of Marketing Research.

Standardization

A most important marketing function is Standardization. It involves the setting of limits or standards for products and services that are produced or distributed. This includes labeling products, such as food, so we know what they contain. It also provides for inspection of goods to see if they meet the standards which have been set for quality, performance, appeal, etc.

Buying

We, as consumers, usually think of buying in terms of purchasing a record or buying insurance. Business buying, however, is the marketing function that supplies a business with the necessary materials, equipment, and manpower that is needed for business operation or production.

For instance, a clothing store's credit manager buys fashion clothing from a clothing wholesaler that she or he, in turn, sells to the department store's customers to buy. She is buying the clothing not to wear herself, but rather to resell it to the department store's customers.

Selling and Promotion

Selling is probably the most familiar function of all eight marketing functions. Many people confuse Selling and Marketing. They are not the same. Selling concerns itself with helping customers select those goods and services which will satisfy their wants and needs. Selling also involves promotional activities to persuade and inform customers.

For instance, if you want a bicycle, you can go to a department store or a bicycle shop and have a salesman show you the different styles, colors, and features of their selection of bicycles. By doing this, the salesman can help you satisfy your want. If you need a new shirt or knit top to wear to school, a salesperson will show you different styles, colors, and fabrics to help you make a choice thus helping you to satisfy a need.

Sales Promotion helps the marketer to let consumers know that he has a product to sell. Advertising is a Sales Promotion activity. Advertising uses newspapers, magazines, radio, television, billboards, and mail-out flyers to tell their message. Another Sales Promotion activity is Display. The activity of Display uses a real-life set-up like a window display in a business or store, to show off the goods that it has for sale. Many other promotional and publicity methods are used such as coupons, trading stamps, and contests.

Storage

Storage provides the time and physical space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers. Many businesses have their own stockrooms or warehouses. Others, especially smaller businesses use wholesaler's warehouse facilities.

Transportation

Transportation provides the service of physically moving property or people from one location to another. Businesses and people use different ways to get to various points. Time and cost are big factors in deciding whether to use a train, a plane, a bus, or a truck. Many products are transported by water on barges or freighters. Pipelines are transporters for oil and water.

Marketing Risks

All businesses and individuals, like you must face risks. Risks are the chances or possibilities of financial loss to people or property. These are losses caused by unforeseen or uncontrollable factors. Every time you get into a car, you are taking a chance (assuming a risk) that you will be in an automobile accident. A business takes risks in many ways, such as in ordering the merchandise that customers will buy or in trusting that employees will be honest. As we will see later, some risks cannot be avoided by the businessman, but there are ways in which he can reduce the chance that he will have a loss.

Finance in Marketing

Finance activities supply the money necessary for operation of all marketing and production activities by a business, as well as for the purchases of goods and services by consumers. In a business, the financial advisors must figure all costs (including machinery, materials, manpower, and buildings) to determine how much money is needed. As we will discuss later, many sources are used by businesses and consumers to obtain money that is needed.

Marketing Management

As we mentioned before, management is not a separate marketing function or activity unto itself. Rather, it's part of all the other functions. It serves as the coordinator of all marketing activities. Each department or division in a business may have a manager, as well as an overall manager or executive who coordinates all resources (people, property, activities, etc.) by planning, organizing, directing, and controlling all activities in order to meet the goals of the business, and thereby, make a profit.

Marty pulled into his driveway. He wasn't sure if he wanted the responsibility of being a manager or executive one day. Besides, everybody can't be a chief. But he knew there were many, interesting, challenging careers to choose in Marketing. But in which area of Marketing — Marketing Research, Buying, Standardization, Selling, Storage, Transportation, Risk, or Finance? I think I'd like to start working with stock in a warehouse or storeroom, so I can find out more about the merchandise and behind the scenes. Then, I might go in to selling. I like people. Who knows, maybe one day I will be a manager . . .

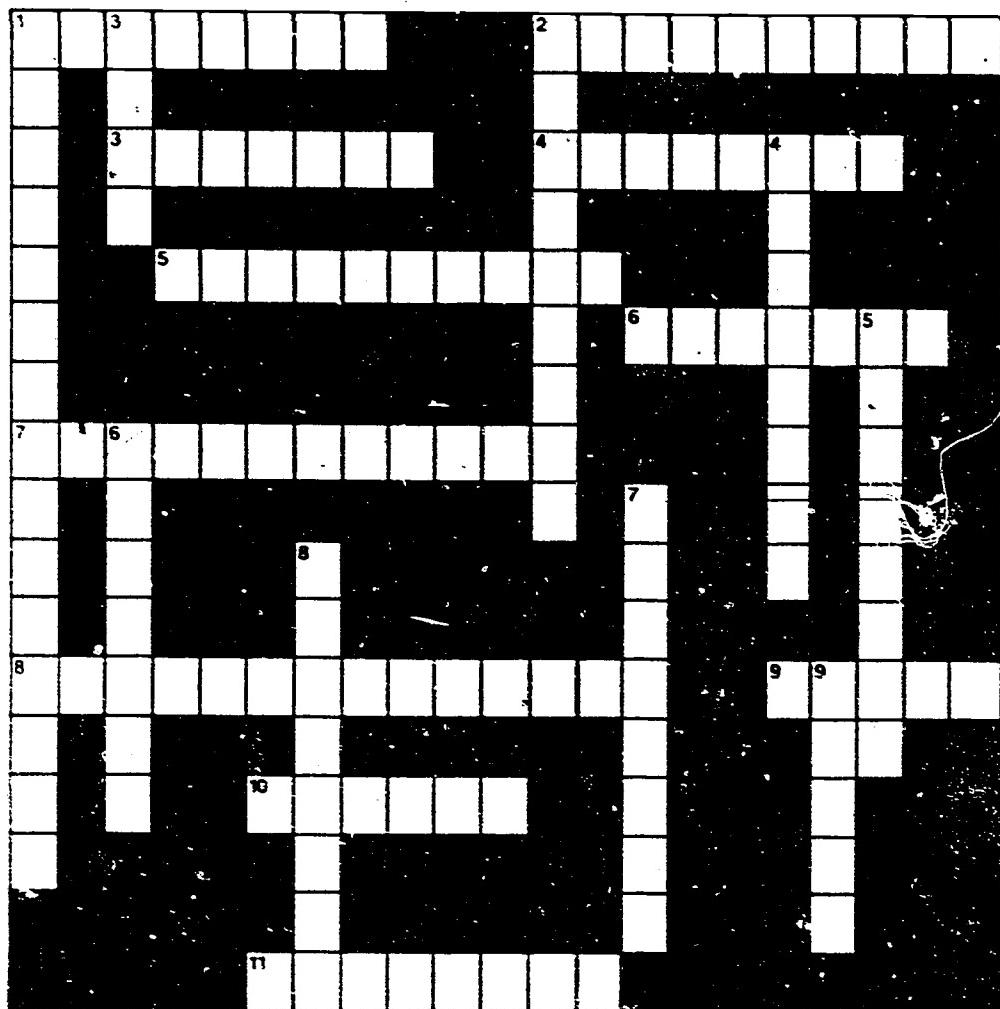
8)

Marketing Activities Overview

1. Finding out what people like or dislike about a product is the purpose of the _____ function.
2. Setting values or limits for products and services is undertaken by those involved with the _____ function.
3. Purchasing goods for resale or business use is known as a _____.
4. Helping to satisfy a customer's wants and needs is the job of the _____ function.
5. Advertising and display are promotional activities involved in the function of _____.
6. Providing the time and space needed for merchandise until it is needed is the responsibility of the _____ activity.
7. The physical movement of products from the producer to the consumer is part of the _____ function of Marketing.
8. The chances of loss to a business or person by unforeseen or uncontrollable factors are handled by the _____ function.
9. The _____ activity of marketing supplies the money that is necessary for a businesses' operations or a consumer's purchases.
10. Controlling and directing all marketing activities is the responsibility of _____.

MARKETING CROSSWORD PUZZLE

Read each description of a marketing term across and down on the next page. Select the correct word from the list on the bottom of this page and place that term in the appropriate blanks of the puzzle.



Agent
Buying
Channels
Consumer
Distribution

Finance
Goods
Management
Marketing
Products

Products
Research
Retailer
Risk
Selling

Services
Standardization
Storage
Transportation
Wholesaler

ACROSS

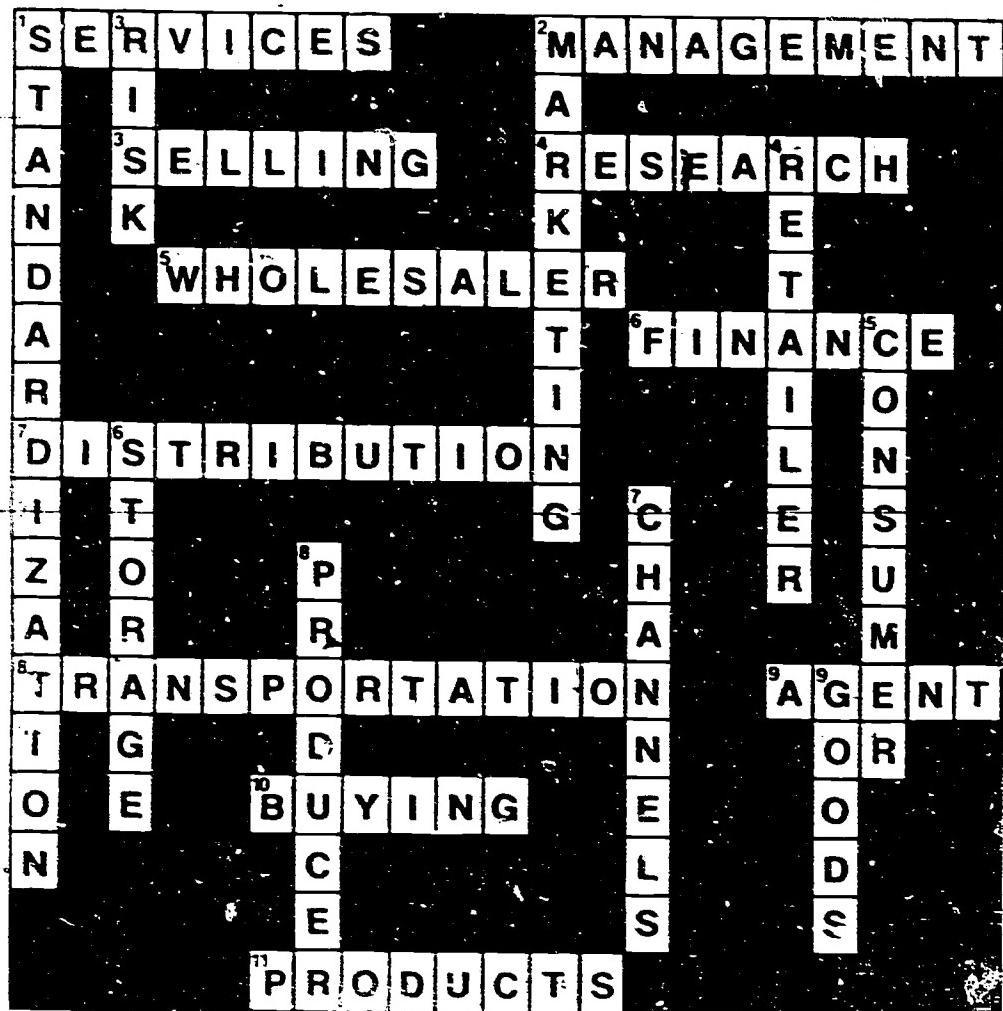
1. Buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers.
2. Serves as a coordinator for all marketing activities.
3. The process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.
4. Involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.
5. Acts as a middleman in distributing goods between the producer and the retailer.
6. Deals with funds necessary for business operations and customer purchases.
7. Includes all marketing activities in the merchandising and supplying of goods and services.
8. Provides the service of physically moving property and people from one location to another.
9. Represents more than one producer in selling goods to businesses for resale to customers.
10. Supplies a business with the necessary materials needed for its use or resale to another business or consumers.

11. Goods or merchandise are often called this.

DOWN

1. Involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.
2. Includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.
3. Are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
4. Sells goods directly to the individual consumer, may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent.
5. One who purchases goods and services for use, not for resale.
6. Provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.
7. The paths or ways in which products are gotten from the producers to consumers.
8. May be a manufacturer, converter, or an extractor (mining or agriculture).
9. Products that have value are often called this.

Marketing Crossword Puzzle—Key



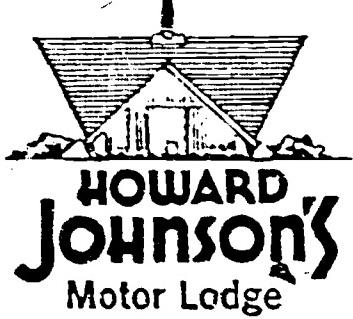
THE
FIRST
BANKERS



delmar publishers

South
The Magazine

Walt Disney World



DINERS CLUB
Executive service is our business

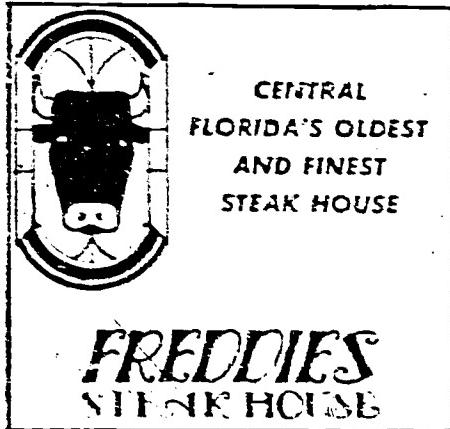
WTLV 12 Jacksonville



PIONEER NATIONAL
TITLE INSURANCE



GENERAL TELEPHONE



Management
Recruiters.
of Tampa Bay, Inc.

Budget
Rent a Car

Landmark Banks



SERVICES SCRAMBLE*

7

Unscramble each of the letter groups below to reveal ten categories of service industries.

1. G O L G I N D

2. D O F O

3. N I F C A N A I L

4. S I N R U A C E N

5. L E A R T E S T A E

6. S T R I N A P R O T A O N T

7. N E R O C I E R A T

8. M O C T I M O N U N I A C

9. S E R P A N L O

10. S E B S U N I S

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SERVICES SCRAMBLE* — Key

Unscramble each of the letter groups below to reveal ten categories of service industries.

1. G O L G I N D

LODGING

2. D O F O

FOOD

3. N I F C A N A I L

FINANCIAL

4. S I N R U A C E N

INSURANCE

5. L E A R T E S T A E

REAL ESTATE

6. S T R I N A P R O T A O N T

TRANSPORTATION

7. N E R O C I E R A T

RECREATION

8. M O C T I M O N U N I A C

COMMUNICATION

9. S E R P A N L O

PERSONAL

10. S E B S U N I S

BUSINESS

MAKING IT IN MARKETING SERVICES

Service industries provide services to consumers and business users throughout the channels of distribution. They are sometimes referred to as retailers of services, but this is really incomplete since service businesses provide services to all kinds of producers, wholesalers, retailers, service businesses, and individual consumers. Services are also extended to educational, government, professional, social, and religious organizations.

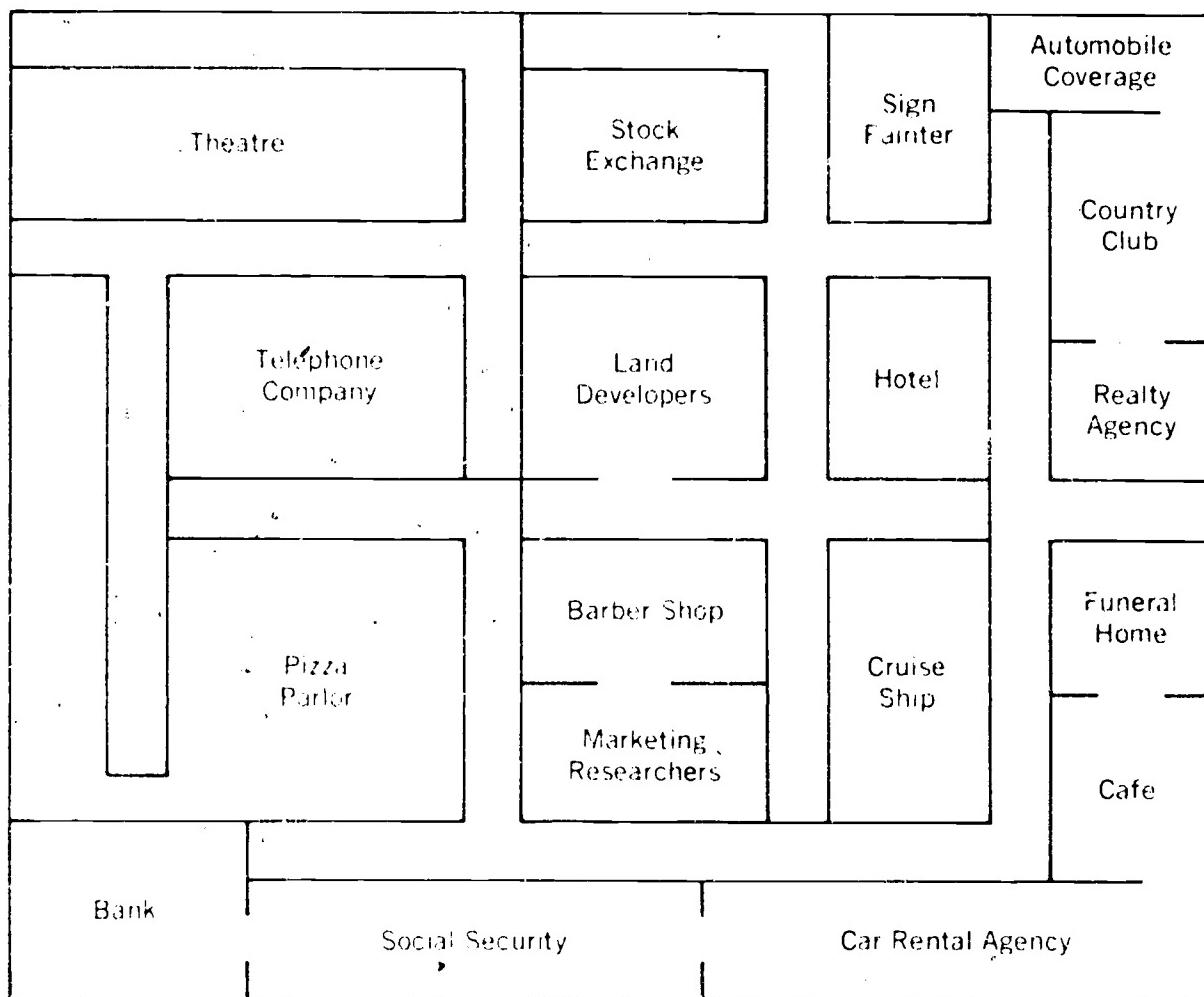
Many interesting career opportunities are available in the marketing of services. Of the ten million people employed in service occupations, it is estimated that over one million of them are in marketing careers. Ten major categories of service industries in which marketing career opportunities exist are:

- Lodging* -- sleeping accommodations (hotels, motels, boarding houses)
- Food* -- prepared food and drink (restaurant, cafeteria, snack shop)
- Finance* -- handle money matters (banks, stock exchange, credit union)
- Insurance* -- financial loss protection (car, home, social security)
- Real Estate* - land and building transactions (agencies, assessors, appraisers)
- Transportation* -- move people and property (planes, trains, buses, taxis)
- Recreation* -- entertainment and amusement (movies, parks, clubs)
- Business* -- special business needs (advertising, research, maintenance)
- Personal* -- care of people and property (home, car, boat maintenance)
- Communication* -- verbal or written messages (telephone, telegraph, mass media)

The rapid growth of the population and the tourism industry in Florida has resulted in a large increase in the number of service businesses and service occupations. A large number of them are marketing services careers, which offer varied and interesting opportunities for you.

MARKETING SERVICES MAZE

Using a pencil or pen, try to find the path that will link the "Customer" with the "Service" business he will patronize and trace this path in the maze below. Take each business and write it across from the category in which it belongs. Some blanks will not be used.



Service Categories

1. Real Estate
2. Finance
3. Insurance
4. Transportation
5. Communication
6. Recreation
7. Business Use
8. Personal Care

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SERVICES SCAN

10

Participants

9 Panelists representing each square	1 Moderator/Judge
2 Contestants (x and o) to start	1 Scorekeeper

Directions

1. Have each student submit 9 questions, one for each of the marketing activities.
2. Each panelist represents one of the nine marketing activities in a square.
3. The moderator/judge and panelists receive copies of the questions and answers.
4. Two contestants are selected to represent x and o.
5. The game is begun by flipping a coin to determine which contestant receives the first question. Each succeeding game is begun by the winner of the previous game.
6. Moderator asks the contestant which panelist (representing a square) he wants to answer the question. Moderator reads the question to the designated panelist who responds with an answer. The contestant must then decide whether or not the panelist has given a correct answer. If the contestant is correct in agreeing or disagreeing, he receives his "x" or "o" in the appropriate square.
7. If the contestant is incorrect in evaluating his selected panelist's answer, his opponent earns the square. The third "x" or "o" however, must be earned by a contestant to win the game and not by an incorrect answer of his opponent.
8. A contestant wins a game by securing three "x's" or "o's" in a row, across, down, or diagonally.
9. The winner continues another game. The loser is replaced by a new contestant.
10. If neither contestant secures three "x's" or "o's" in a row, the contestant with five "x's" or "o's" is declared the winner.
11. Scorekeeper should write each of the nine panelist's names in the square that he represents. Games may be played on the blackboard or an overhead projector.
12. Remaining students should replace losing contestants until all students have participated.

GAMEBOARD

Marketing Research	Standardization Buying	Selling Storage	Risk Finance	Management
		Transportation		

MARKETING SERVICE ACTIVITIES

Study each of the following service situations and decide which marketing function or activity is described. Place your answer in the blank to the left of each situation.

- _____ 1. Jan prepared a questionnaire about service to send to the hotel's former guests.
- _____ 2. Mitchell inspected the delivered pies to be certain the correct amounts of each were sent.
- _____ 3. René ordered a thousand standard home-owner's policies for each branch office.
- _____ 4. Clarence suggested that the customer try the deluxe sirloin steak dinner.
- _____ 5. Doug drove the shipment of hamburger meat to the sandwich shop.
- _____ 6. Tina unpacked the boxes of tennis equipment and arranged them in the stockroom.
- _____ 7. Kirt decided to take a chance that the customers would like the new music sound.
- _____ 8. Neil placed the movie posters in the windows outside the theatre.
- _____ 9. Sally called all branch managers in to discuss the new rental procedures.
- _____ 10. Gert calculated the profits earned by the bus company for the month.
- _____ 11. Eunice ordered ten thousand popcorn boxes for the stadium concession stands.
- _____ 12. Bill asked customers about the convenience of the new hours as they entered the bank.

MARKETING ACTIVITIES

Marketing Research

Buying

Standardization

Selling

Storage

Transportation

Finance

Risk

Management

REAL ESTATE CAREER SEARCH

Listed below are twenty-seven real estate careers and the categories of real estate businesses in which they may be found. Can you locate the careers in the puzzle on the next page? They are written: 12-across, 11-down, and 4 diagonally. Circle them as you find them.

Real Estate Investors

Escrow Agent
Escrow Officer
Loan Closer
Title Searcher
Land Records Manager

Real Estate Operations

Landman
Land Speculator
Lease Buyer
Leaseholder
Mortgage Broker

Real Estate Construction

Builder
Consultant
Contractor
Developer
Renovator

Realty Government Services

Assessor
Housing Management Officer
Property Utilization Officer
Rent Control Investigator
Zoning Commissioner

Real Estate Agencies

Clerk
Broker
Appraiser
Salesman
Rental Agent
Property Manager
Apartment Manager

REAL ESTATE CAREER SEARCH

P R O P E R T Y U T I L I Z A T I O N F F C
Q E D E R X K E T X U S Y A T O N O
Z O N I N G O R X K E T X U S Y A T O N O
R T N I N G O R X K E T X U S Y A T O N O
E A S K A P P N J W R M I S S I O N E R B C
R T A S K A P P N J W R M I S S I O N E R B C
E A S K A P P N J W R M I S S I O N E R B C
H A S K A P P N J W R M I S S I O N E R B C
C H N K T A U M S V A C Z O X U N M Z T S E T A C I
C R E E N T C O N T R O L I N V E S T I G A T O R C I
A R E E A M S O Y L R A T B K T L S O U E Y N A T O R C I
A D E A M S C A A D E D T S E A R M X M T L E U X E T A F E E G D F
S E A O N S A N D E D T S E C R O W O F F I C E R A R G A D F
S Q A U S A L S R S T O A A C F C A W K B R O R G A S T
E O Y T R K I K Q I R S C O A A C F C A W K B R O R G A S T
L O Y T R K I K Q I R S C O A A C F C A W K B R O R G A S T
T S A S E B U Y P E R S S T R M I C V C U T A M M E W
T J E M O S L A L M A K M Y K X K S R A V A T T U A M M E W
T M R A S L M A L M A K M Y K X K S R A V A T T U A M M E W
O A U S E T K E T R R O O E J T R U N N U L S S W
R E E N O V A T O R B T M A T O F A D R A A P C C K A
S L A J E D A J R B D A M C A S L P Q W N S K M
I G L J D B B D N S E A G J L A M C A S L P Q W N S K M
P R H A M S A K A E W G A J T E E N A L P Q W N S K M
P R K A S E A B K E W G A J T E E N A L P Q W N S K M
P E S E E T A K Y G D E S L E K M S A T H H O P R O C L N D
P S R L C E T A P R E P S A S M A T H H O P R O C L N D
P R A C E T A M G A N R S E S C K L A D R O N D
P A R T O D C O B O J M A E E R A M E P G L E A N D
P A R T M E N T M A B O J M A E E R A M E P G L E A N D
A P R A T M E N T M A B O J M A E E R A M E P G L E A N D
A P R A T M E N T M A B O J M A E E R A M E P G L E A N D

12 — ACROSS 11 — DOWN

4 - DIAGONALLY

REAL ESTATE CAREER SEARCH — Key

A P P R A I S E R
P S E K H G L M E A M J S E Q A D E R N A T
R A L E M E K D J A N O S A M E T A Y A N S O
T O C A S B A N O R E L M E Y K S C R S C
M E O T B A K E S N R O T M A P E G T B L
N D A K S B A N O R E L M E Y K S C R S C
T O P Y W A E K R T M A P E G T B L
M O R T G A G E B R O K E R
A B E D C J L K T R O M E S R C O A W M
N O P E S T A L M W O K A T O N A O F L
A J S A L E S M A N O K A T A W C I U E
G M A S K E T C T A E X R V I L C A T E
E A G E M E N A O J S A E T R A C V I L
R E N T A L A G E N T D C T J A T B A T
W O R S I H P S A E T R A C V I L
L E A S E H O L D E R R A C V I L
A L M N S O P Q R S T J A T B A T
N O E S C R O W A G E N T D C T J A T
D O P E K L M N A S E N T D C T J A T
M O G L A N D S P E C U L A T O R S M A N
A L E A D O K C P R J S M E G R S M A N
N E L A N D R E C O R D S M A N A G E
P A N F R O M S K L E T W E A S T U D
H O U S I N G M A N A G E M E N T O F F I C E

12 - ACROSS 11 - DOWN . 4 - DIAGONALLY

REAL ESTATE: WHO WORKS WHERE?

Real estate businesses offer services concerning land and all man-made permanent or fixed improvements on or to the land, known as realty.

Five major categories of real estate businesses provide interesting career opportunities in marketing:

Agencies—handle transactions and provide services for others for a fee or commission. Examples include brokers, appraisers, consultants, and management firms.

Investors—purchase, lease, or loan money for realty to earn an income or gain. These include mortgage investors, leaseholders, and land trustees.

Operations—engage in high-risk trade activities involving a number of successive transactions. Some businesses include land speculators, mortgage broker, leasehold operator.

Building Construction—contracting, building, developing, or improving realty for profit. Businesses include developers, contractors, builders, and renovators.

Government Service—establishes policies and enforces regulations, taxation, financing, and management of real estate in private and public transactions. Examples include tax assessment departments, zoning offices, housing authorities, and real estate boards.

Some of the major marketing careers which can be found within the categories of real estate businesses include:

Agencies

Apartment Manager—supervises activities and personnel in a large apartment complex, collects rents, and completes leases.

Appraiser—inspects and assesses value of property.

Broker—handles transactions and negotiations of real estate for buyers and sellers.

Clerk—handles listings of property, rental collections and records, maintenance estimates and repairs.

Property Manager—manages investment properties for clients including maintenance, contracts, and bills.

Rental Agent—specializes in business negotiations and operations for leasing buildings.

Salesman—rents, buys, and sells property for clients on a commission basis.

Investors

Escrow Agent—handles forms, tax records, insurance coverage, and payment schedules for buyers and sellers of property.

Escrow Officer—verifies legal status of property, records necessary information with government, and releases documents to the proper parties at the close of the transaction.

Loan Closer—handles all documents, papers, and construction plans for building construction loans.

Title Searcher—checks records to determine if there are any unsettled claims against the property.

Land Records Manager—directs and supervises all activities, personnel, and records for the lease of land for an oil company.

Operations

Landman—contacts landowners and oil firm representatives to negotiate and complete agreements for oil exploration, drilling, and producing activities.

Land Speculator—purchases property and resells it in a short time for quick profits.

Lease Buyer—persuades property owners to rent sites for billboard signs, arranges transactions, transfers them to advertiser or outdoor ad firm.

Leaseholder—obtains leases or options on property and subleases them quickly for rapid profits.

Mortgage Broker—buys and sells many mortgages for short-term profits.

Building Construction

Builder—purchases land, constructs buildings, and sells them for profit.

Consultant—recommends materials, equipment, and type of structure for designated property and purposes.

Contractor—bids on buildings to be constructed for property owners.

Developer—buys vacant land, builds private homes, and sells them at a profit.

Renovator—buys buildings needing alterations, modernizes the buildings, and resells them at a profit.

Government Service

Assessor—inspects and appraises property, determines tax to be levied according to its value.

Housing Management Officer—develops policies and standards for housing, directs and evaluates all public housing activities and personnel.

Property Utilization Officer—inspects, insures, and negotiates government property for the buyer or user; verifies value and eligibility of property donated to eligible organizations.

Rent Control Investigator—inspects rental properties to determine compliance with laws.

Zoning Commissioner—determines and regulates restrictions on use of property within a community.

Five major classifications or markets of real estate are involved in real estate business transactions:

Residential—private housing areas for homes and apartments.

Commercial—professional, office, store, hotel and similar buildings.

Industrial—factories, utilities, mining, and warehouses involving heavy equipment and/or production.

Agricultural—natural production of crops, animals, plants, lumber, etc.

Special—public places including parks, churches, clubs, and roads.

Certain legal documents are used by real estate personnel in handling property transactions:

Deed—written transfer of real estate ownership from seller to buyer.

Lease—contract on the use of property for rent or other income.

Mortgage—document conditionally transferring property based upon the buyer's promise to pay the agreed sum secured by the property as collateral.

Title—written evidence of property ownership.

Real estate services are extended to individual consumers, as well as to all kinds of commercial, industrial, and institutional users.

Many factors must be considered by real estate personnel when selecting a site for a customer:

- a. Customer's purpose for the property
- b. Current property value
- c. Zoning restrictions on the property
- d. Growth of surrounding area
- e. Traffic or movement of people
- f. Surrounding business community
- g. Community services available
- h. Cost of property related to other factors
- i. Characteristics of the property—size, shape, etc.

PROGRAMMING REAL ESTATE

This is an example of programmed learning. Take a sheet of blank paper and cover the rest of this page. On another sheet of paper write the correct answer to each question that is asked as you read. As you move the paper down the page, the answer to the last question will appear in the space to the right. Think about these questions as you answer them. It will not help you to just copy the answers from the space. These questions will come up later, and you will need to know them. So, answer the question before you check to see if it is correct.

1. When do you write your answer to the questions?

Realty means property (ground) and all the trees, houses and buildings that are attached to it. A real estate company provides services for people involving realty and related personal property.

2. What is property with everything that is attached to it called?

The service most of us are familiar with is the sale of property for individuals or businesses. Every day in the newspaper there are long lists of property for sale by real estate agencies. But there are other services a real estate agency provides.

3. Name one service offered by a real estate agency.

A real estate agency may find property for people to buy, or who want to rent. When someone wants to buy or rent a house, or lot, or a business, he may not know the people who have property for sale or he may not know where to go to look. It is much easier for him to rely on a real estate service, which deals with property sales and rental every day.

4. A real estate service may find property for people to _____ or to _____.

The person most people would deal with in a real estate agency is the salesman or agent. He does most of the work that has to do with selling, looking for buyers, and looking for property to be bought. He may specialize in listings and handling property rentals. He then is known as a rental agent.

The salesman needs to be able to get himself going and carry out a business deal. Because of the work he does, he is usually pretty much on his own. He may be away from his office a lot, and what he does is usually up to him. But, if he is not working when he is away from the office, he will probably not be paid very much, because his salary depends on the amount of money his clients make when they sell or lease property. That is, he works on a commission. He receives a percentage of the money his clients get for everything he sells for them.

5. A salesman's salary is called a _____ type of salary.

1. before you
check this
space.

2. Realty

3. Sale of
Property

4. Buy or Rent

A salesman may do what is called negotiation of a sale. Once he has found a buyer for property, he determines how much the buyer will pay and if there are certain conditions the buyer insists upon before he will buy. The salesman then talks to the seller and then may have to go again to the buyer until both parties are satisfied with the deal.

6. When a salesman tries to make both buyer and seller happy he is said to be _____

5. Commission

Once a salesman has gotten the buyer and seller to agree on price and conditions for the sale, other people take over some of the details necessary to complete the sale of property. In most sales, the buyer does not pay the entire amount to the seller. He must get a loan from a real estate investment company or finance company so that the buyer will get his money as soon as the deal is completed and the buyer will pay the loan off in installments.

7. Most buyers must get a _____ to pay the entire amount to the seller.

6. Negotiating a sale.

The person in a realty investment business who takes care of the paper work and foot work necessary to get a loan for a buyer is called a loan closer. This person prepares papers such as applications for loans, construction plans and credit ratings to the lending institution so that they can decide whether or not to extend credit. Once credit is approved, the loan closer draws up the final papers and has them recorded with the county or city authorities. A mortgage is held by the lender on the property until it is paid for.

8. The person who arranges for a buyer to receive a loan is called a _____

7. Loan

Another activity that must be performed in an investment business before a sale can be completed is the checking of records to see that there is no legal reason why the property cannot be sold. Records of property show if property has a mortgage on it or for some reason anyone besides the owner has a legal claim to the property. The person who checks all these records — in county, state or federal buildings and in real estate or title insurance index books — is called a title searcher. The title for property is evidence of its ownership.

9. A title searcher checks legal _____ to see if the property can be sold.

8. Loan Closer

Once all these records have been compiled, the buyer and seller may sign all the necessary papers and the buyer becomes the new owner of the property. He may hold that property; he may move into that property; or he may sell that property.

It is most important for the individual and the businessman to have the right property. A businessman can lose money or fail in business if he does not have the right place. A place that is too small or in the wrong section of town or many other things can cause a businessman many problems. The family who needs a house may not suffer financially, but a family has the same types of needs as a businessman.

If a real estate agency is able to find the right property for a family or a business, the company will continue to receive customers. Not only will they get repeat customers but people will hear about the real estate service through satisfied customers.

Rental property may or may not be handled through a particular real estate business. Some companies do not handle rental property, and when they do they may handle it many different ways. If it is a small company, the salesmen will probably be in charge of finding and talking to potential renters. Here the salesman would not negotiate, because the price or rental rate is usually fixed and is not usually changed.

10. If it is a small company, the real estate _____ will handle the rentals.

In other companies that do a lot of rentals, the company may have one person whose entire job is to find renters, and the people who want to rent the property they own. The person who does this is called the Property Manager. Not only would he be responsible for finding renters and showing property, but also he would have to arrange for any repairs, collect rent, and keep any records necessary. The person who owns the property would pay a fee to the Property Manager for taking care of the details involved in owning rental property.

11. The job title for the person in a real estate agency who takes care of rental property for owners is the _____.

Another job involved in real estate similar to that of the Property Manager is the Apartment House Manager. His duties are very much like the duties of a property manager, except that he is responsible for one large apartment house or development rather than handling a number of investment properties for clients.

12. Name two job duties of the Apartment House Manager.

Another service provided by a real estate agency deals with determining the value of property for clients. A person who wants to sell his property or who wants to buy the property of someone else or who will lend money on property needs to find out how much the property concerned is actually worth. This service is called appraisal, and the person who does this is called a real estate appraiser. He needs to study real estate trends, and to determine not only how much property is worth now, but what could happen in the area in the future.

13. The person who determines the value of property is called _____.

To help each of these people to get their jobs done and to make sure paper work gets done around the office, a real estate clerk is needed. This person prepares listings, sends rent due notices to tenants, writes checks to pay bills, and, in general, keeps all kinds of records. This person is usually assisted by a secretary.

9. Records

10. Salesman

11. Property Manager

12. shows property, rents property, arranges for repairs, collect rent, keep records.

14. The record keeper in the office is called the _____

13. Appraiser

Depending upon the size of the real estate businesses and the types of services they provide the jobs will be different and the types of activities will change according to the particular business, but most real estate agencies operate pretty much in the same way.

15. Name five jobs found in real estate agencies.

14. Real Estate Clerk

16. Name two services provided by a real estate company.

Some real estate investment companies provide the services of an escrow agreement. In this case the lender pays the taxes and insurance each year for the borrower and buyer of the land. His monthly payments are then increased to cover the expenses and interest.

An escrow agent handles the forms, tax records, insurance coverage, and payment schedules for the borrowers and lender. An escrow officer verifies the legal status of the property, records the necessary information with government agencies, and releases the documents to the proper parties at the close of transactions.

Three other kinds of real estate businesses offer marketing career opportunities: construction, operations, and government.

Construction industries develop and improve land and buildings for a profit. Examples of businesses in this field are also job titles of top men in the business, namely: developers, contractors, builders, renovators. A builder buys land, constructs buildings, and sells them at a profit. The developer also buys land, but he builds private residences and sells them. The contractor does not own land, but bids on buildings to be constructed according to the owner's wishes. A renovator buys buildings which need improvement, makes the necessary changes, and resells them at a profit.

17. Name four marketing careers in the construction industry.

15. Appraiser,
Apartment
Manager,
Broker,
Property
Manager,
Rental Agent,
Salesman,
Clerk,
Title
Searcher.

Real estate operations businesses are high risk, speculative investments in real estate, which include a number of successive transactions. Some career titles in this area of real estate are also the same as the kind of business, since many of them are a one man or woman operation. These include mortgage brokers, leaseholders, lease buyers, land speculators, and landmen.

16. Appraisals
Loans
Management
Renting
Escrow
Selling
Title Search

18. Identify five marketing career opportunities that can be found in real estate operations businesses.

17. Builder
Contractor
Developer
Renovator

A landman negotiates agreements for oil exploration, drilling, and production between landowners and oil companies. A land speculator purchases a number of pieces of property and resells them in a short period of time for quick profits. A lease buyer persuades property owners to rent sites for billboard signs, handles all the transactions, and transfers the lease to the advertiser or outdoor advertising firm for a fee. The leaseholder obtains leases or options on pieces of property and then quickly subleases them. A mortgage broker buys and sells many mortgages on a short-term basis to earn fast profits.

19. Who convinces land owners to rent space for billboards?

Although government is sometimes not thought of as a business, government services are a very important part of the real estate industry. Government agencies establish policies and enforce regulations. They determine taxation and restrictions on property, and oversee financial and management activities regarding real estate.

Four major restrictions or limitations are placed upon property by the government. The first, of course, is taxes based upon the value of the property. This value and the taxes are determined by the assessor, sometimes called the tax collector, and his assistants.

Another government limitation is known as police power. These are restrictions on the use of your property without any payment or compensation. Zoning is the most common example of this limitation and is handled by a zoning commissioner in local communities. Your property may be classified: residential, commercial, industrial, agricultural, or special.

20. A marketing career person in government who inspects and determines the value of property in calculating taxes is known as who?

The zoning commissioner's officer includes listings and descriptions of all property in the local area. The property may be described in one of five ways: a government or rectangular survey, lot number of county map, monuments (markers, rivers, trees, etc.), street address, or metes and bounds (metes — measures such as feet or yards and bounds — directions such as north or east).

21. The government marketing man who decides the classifications of property for use is called who?

Sometimes property must be taken from the owner for public use. This restriction is known as eminent domain and provides the owner of the property with money or other compensation. The property may be used for highways, parks, or other public needs.

22. Five classifications of real estate are what?

18. Landman
Lease Buyer
Leaseholder
Land
Speculator
Mortgage
Broker

19. Lease Buyer

20. Assessor

21. Zoning
Commissioner

→ A fourth government limitation on property is known as escheat. If you should die owning property and didn't have any heirs or will, the property would revert back to the state.

23. Name four government limitations on real estate.

Laws also protect rights on property for a family. For example, a wife retains interest in her husband's property through dower rights. And a husband's interest in his wife's property is called courtesy rights. This entitles each to an interest in the other's property in case of death and no will. The per cent of interest varies among states from 100% to 50%.

24. Two property rights by marriage are known as what?

Three other important marketing careers in real estate found within government are the housing management officer, property utilization officer, and rent control inspector. The housing management officer develops policies and standards for housing, directs and evaluates all public housing activities and personnel.

The property utilization officer inspects, insures, and negotiates government property for the buyer or user. He verifies the value and eligibility of property donated to eligible tax-free organizations.

The rent control investigator inspects properties to determine if they comply with the laws regarding the amounts to be charged, conditions of facilities, and other protections for the renter.

22. Residential
Commercial
Industrial
Agricultural
Special

23. Taxes
Police
Power
Eminent
Domain
Escheat

24. Dower
Courtesy

ROLEPLAYING IN REAL ESTATE

1. A businessman wants to find a place to compact junk cars so the materials can be reclaimed. There will be a lot of noise involved in the process. He has come to the real estate salesman to help him find a place.
2. A couple with 5 children and three dogs need to find a place to live close to the man's work and close to the children's schools. They cannot pay very much.
3. A haughty, rich, old lady wants a house in the best part of town. It has to be burglar proof and have a fence around it. She does not particularly like or trust salesmen.
4. The real estate appraiser has gone out to a building supply company to appraise it because the owner wants to borrow money from the bank and use the company as collateral. The owner is there and is trying to get the value appraised at more than the appraiser thinks it is worth. (He may be willing to pay.)
5. An irate tenant is most upset because the bugs have not been killed in his apartment and the leak has not been fixed under his sink. He talks to the apartment house manager.
6. The apartment house manager is showing an apartment to a couple. He knows the ceiling leaks and the air conditioner does not work well. There are many ways he can handle it.
7. The property manager is trying to collect rent from a man who just lost his job. He has three children in school and he cannot afford to pay the rent.
8. A man wants to start an auto repair business at his home in a nice residential area of town. As the zoning commissioner, you must decide whether he can do it temporarily.
9. A land speculator has just found out that a new highway is going to be built on the north side of the city. He wants to buy six pieces of property surrounding the highway and goes to see the owners.
10. As a contractor, you want to bid on a large shopping area to be constructed. A competitor who has a reputation of bidding low and using poor construction methods and materials is also going to bid. You go to see the owner.

Participants

- 3 Panelists or Teams bid on areas, answer questions
- 1 Moderator opens bidding, reads questions
- 1 Scorekeeper shows odds, indicates players points
- 3 Authorities make up final questions and answers
- 3 Judges determine correctness of answers according to given questions
- Additional students take the losing panelists' places
- All students submit 5 sets of questions. 3 questions in each set

Gameboard

C	B	A
1	2	3

Directions

Each panelist or team starts the game with 50 points and decides how much of his total he wants to wager at the beginning of the game on the first question. Each player or team may wager up to 10 points on any one round of questions. A total of ten rounds comprises one game and each round has three questions -- one each for CAREERS (C), BUSINESS (B), and ACTIVITY (A). The player with the most points after 10 rounds wins.

Play is begun when the moderator asks each player or team to decide how much he wishes to wager up to 10 points and in which of the three categories he wishes to wager. To make the game more interesting, some questions are more difficult than others. The scorekeeper may indicate these odds with numbers under each of the categories as shown above. The "1" under CAREERS (C) shows that it is the least difficult, the "2" under BUSINESS (B) the next level of difficulty, and the "3" under ACTIVITY (A) as the most difficult.

Each player should be given ten cards with points of 1-10, so that he can show his wager. The player should also be given three cards, one each for CAREERS, BUSINESS, and ACTIVITY to indicate in which category he is wagering. If two or more players bid on the same area, such as CAREERS, the player with the highest bid has the opportunity to answer the question, and the other player(s) do not participate in this category of questions. If two or more players choose the same area and wager the same amount of points, the moderator will open the bidding to those players and they may bid any number of points up to the amount which they possess. The player who bids the most will receive the question.

After wagering and bidding is completed, the moderator will ask the questions according to the order on the board, the CAREERS question first, the BUSINESS question next, etc., depending upon which ones have been selected. The moderator will read only those questions in the areas which have been bid upon. Each player will answer the question upon which he won the wager. If he answers correctly, his score is increased by the number of points he wagered multiplied by the odds (1, 2, or 3) in that area. If he answers incorrectly, his score is reduced only by the number of points he wagered.

For added interest, the tenth and last round of questions for the game may be played with no limits on the wagered amount except the number of points that a player has earned using the same rules for a tie bid.

This Lease,

Made this day of A. D. 19.....
 between called lessor..... and
 called lessee.....

Witnesseth, That said lessor do by these presents lease and let unto the said
 lessee..... certain premises, to wit:

To Have and to Hold the premises aforesaid unto said lessee, from the
 day of 19..... for the term of
 then next ensuing yielding and paying for the same unto said lessor,
 heirs, successors and assigns, as rent the sum of

It Is Agreed that should this rent at any time remain unpaid for five days after the same shall be due
 and payable, said lessor may, at his option then consider the said lessee as tenant at will, and
 reenter upon and repossess said premises. And should said lessor at any time permit said rent to be in
 arrears and unpaid for five days after the same shall be due and payable, then said lessor agree, that the
 entire rent for the term for which said premises are leased, shall at once become due and payable and may be
 recovered forthwith by distress or otherwise, and in all proceedings under this lease for recovery of rent in
 arrears, whether by distress or other action at law, said lessor, his heirs, successors, executors
 and administrators, freely waive all exemption laws, any claim to the contrary notwithstanding, and
 further that should the property of said lessor be removed from said premises, said lessor
 hereby authorized, at any time within ninety days thereafter, to enter upon the same wherever found, and to
 seize and to sell so much thereof as will fully satisfy said lessor for all arrears of rents then due or to be
 come due as above provided, and the costs thereon, and in the sale of said property, said lessor shall have
 the rights and remedies granted under this lease, including that among the benefits of the exemption laws,
 so much so as if no removal of said lessor's property had been made, and further that said premises in
 whole or in part shall not be underlet or rented without said lessor's written consent thereto. On the expiration
 of this lease, the property is to be given up in as good order in all respects as it now is, reasonable wear
 and tear and damage from fire excepted.

In Witness Whereof, the parties have hereunto set their hands and seals

Signed, sealed and delivered in the presence of

(L.S.)

(L.S.)

For a Valuable Consideration whereby became security for the payment of the above rent
 as often as the same shall become due

Witness my hand and seal the day and year above mentioned

Attest

(L.S.)

WARRANTY DEED

RAMCO FORM 4

This Indenture, Made this
Between

of the County of _____
part _____ of the first part, and
whose mailing address is _____

of the County of _____

day of _____

A. D. 19____

and State of _____

part _____ of the second part
in consideration of the sum of _____ Dollars, and other good
and valuable considerations to _____ it, hand paid, the receipt whereof is hereby acknowl-
edged by _____ granted, bargained, sold and conveyed, and by these presents do _____ grant, bar-
gain, sell, convey and confirm unto the said part _____ of the second part and his
heirs and assigns forever, all that certain parcel of land lying and being in the County of _____
and State of _____ more particularly described as follows:

Witnesseth, that the said part _____ of the first part, for and

Dollars, and other good

considerations to _____ it, hand paid, the receipt whereof is hereby acknowl-

edged by _____ granted, bargained, sold and conveyed, and by these presents do _____ grant, bar-

gain, sell, convey and confirm unto the said part _____ of the second part and his

heirs and assigns forever, all that certain parcel of land lying and being in the County of _____

and State of _____ more particularly described as follows:

Together with all the tenements, hereditaments and appurtenances, with every privilege, right,
estate interest and estate, power and right of dower, reversion, remainder and easement thereto
belonging or in any way appertaining. To Have and to Hold the same in fee simple forever.

And the said part _____ of the first part do _____ covenant with the said part _____ of the
second part that _____ lawfully seized of the said premises, that they are free from
all encumbrances _____ and that _____ good right and law-
ful authority to sell the same, and the said part _____ of the first part do _____ hereby fully warrant
the title to said land, and will defend the same against the lawful claims of all persons whomsoever.

In Witness Whereof, the said part _____ of the first part has hereunto set

hand _____ and seal _____ the day and year above written.

Signed, sealed and delivered in our presence _____

U.S.
U.S.
U.S.
U.S.

200

202

This instrument prepared by
Andrew

**CONTRACT TO BUY
AND DEPOSIT RECEIPT**

DREW'S FORM E-6-204 Manufactured and for sale by The H. & W. H. Drew Company.

Jacksonville, Florida

19

Received my check, or cashiered, for the sum of

Dollars 15

From

as a deposit or earnest of the purchase price of the following described property upon the terms and conditions as stated herein:

Description of Property

Purchase Price

Dollars 15

Terms and Conditions of Sale

Taxes, insurance, interest, assessments, rents, leases, certified or pending, and other expenses or revenue of said property shall be paid, assumed or prorated as follows:

It is hereby agreed that this transaction shall be closed and the purchaser shall pay the balance of the first payment and execute all papers necessary to be executed by _____ for the completion of purchase within _____ days of my delivery or tender to _____ of an abstract of the said property, whereupon the sum thus day paid shall be retained by the seller as liquidated and agreed damages and the seller shall be released from all obligation under this instrument.

The seller will furnish an abstract showing _____ title to be good and marketable or a policy of title insurance, but in the event that the title shall not be found good and marketable, the seller agrees to use reasonable diligence to make the said title good and marketable, and shall have a reasonable time so to do, and if after reasonable diligence on _____ part said title shall not be made good and "marketable" within a reasonable time, the seller may at _____ option, return the money thus day paid and all moneys that may have been paid to _____ under this contract, and thereupon shall be released from all obligation hereunder.

This contract shall be binding upon both parties when approved by the owner of the property above described.

Be it

agreed to purchase the above described property on the terms and conditions stated in the foregoing instrument.

(Seal)

Witness

(Seal)

Agree to sell the above mentioned property to the above named purchaser on the terms and conditions stated in the above instrument.

(Seal)

Witness

(Seal)

REAL ESTATE RACE*

Participants

8 Racers	1 Odds Maker
3 Contestants	1 Scorekeeper
1 Moderator	1 Authority.



Preparation

Each student should submit five questions and answers on the subject. Edit the questions and place them on separate cards. Prepare eight cards for numbers 1-8 on eight different colored pieces of construction paper to represent the eight racers. Prepare eight sets of eight odd cards including the following odds of 1 : 1; 2 : 1; 3 : 1, 4 : 1, 5 : 1, 6 : 1, 7 : 1, and 8 : 1.

Directions

Eight students assume the roles of racers who answer questions. Three students serve as contestants who decide which racer knows the answer with higher odds. The moderator asks the questions. The authority makes up the final questions and serves as a judge during the game. The odds maker selects the odds for each lap at the beginning of each lap, and scorekeeper calculates the points earned.

For each lap, the moderator reads the question to the racers. Each racer writes down his answer. The odds maker places different odds for each racer according to who he thinks will answer the question correctly. Each contestant is given 10 points to begin the race. After the odds are selected for each racer, each contestant must decide which racer he wants to answer his question and how many of his points he wants to wager.

If the racer selected by a contestant has the correct answer, the contestant receives the number of points wagered multiplied by the odds. If he wagered five points on a racer with odds of 4 : 1, his score would be increased by twenty points. If his chosen racer does not have the correct answer, his score is reduced only by the number of points wagered. In the above situation, the contestant's score would be reduced by five.

Each race is comprised of four laps. At the end of the fourth lap, the contestant with the most points wins the race. The other two contestants are replaced by two new challengers for another race of four laps.

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REAL ESTATE CAREERS

19

Appraiser

1. Appraises improved or unimproved real property to determine its value for purchase, sale, investment, mortgage, or loan purposes.
2. Interviews persons familiar with property and takes measurements.
3. Inspects property for construction, condition, and functional design.
4. Computes depreciation and reproduction costs.
5. Considers location and trends or impending changes that could influence future value of property.
6. Searches public records of sales, leases, assessments, and other transactions.
7. Compiles data and estimates value of property.
8. Submits report to corroborate value established.

Salesman

1. Rents, buys and sells property for clients on commission basis.
2. Studies property listings to become familiar with properties for sale.
3. Reviews trade journals to keep informed of marketing conditions and property values.
4. Interviews prospective clients to solicit listings.
5. Accompanies prospects to property sites, quotes purchase price, and discusses conditions of sale or terms of lease.
6. Drafts up real estate contracts such as deeds, leases, and mortgages and negotiates loans on property.

Rental Agent

1. Negotiates contracts for leasing arenas, auditoriums, and stadiums.
2. Submits new business and renews established contracts to promote rental of buildings.
3. Maintains schedule of rentals to determine availability of buildings for bookings.
4. Oversees operation and maintenance of buildings.
5. Notifies fire and police departments of scheduled use of buildings to provide protection.
6. Studies reports to ascertain time lessee used building and if damage was incurred to building or contents.
7. Submits bills and receives and accounts for monies paid for rentals.

205

203

Lease Buyer

1. Persuades property owners to lease sites for billboard signs used in outdoor advertising.
2. Arranges leasing price and draws up the lease.
3. Searches legal records for ownership verification.

Landman

1. Contacts landowners and oil firm representatives to negotiate agreements for leases, options, and royalties for oil exploration, drilling, and producing activities.
2. Handles agreements and completion of contracts.
3. Verifies land titles, oil rights.
4. May write purchase order and bank checks to satisfy the negotiation.

Land-Records Manager

1. Directs all activities for rental property of an oil company.
2. Supervises and approves preparation of all reports and legal documents.
3. Controls payments of rents, royalties, and other payments due.

Rent-Control Investigator

1. Inspects rental properties to determine compliance with state or local laws.
2. Classifies, adjusts, and authorizes rents on registration forms.
3. Assists zoning authorities and building inspection personnel on zoning and safety ordinances and violations.

Escrow Agent

1. Prepares all forms for seller and buyer.
2. Checks tax records and insurance coverage.
3. Sets up payment schedules.
4. Verifies interest rates.

Real Estate Broker "Realtor"

1. Obtains property listings for sale or rent.
2. Locates prospective buyers.
3. Handles negotiations and details of contract.
4. Receives a percentage of transaction as commission.

Escrow Officer

1. Assembles dollars and documents for buyer and seller.
2. Verifies legal status of property.
3. Records necessary information with government agencies.
4. Releases documents and dollars to proper parties at close of transaction.

Property Utilization Officer

1. Reviews reports of real estate to be disposed of by government.
2. Inspects property and insures the property to the buyer or user.
3. Negotiates details of the transaction.
4. Verifies value and eligibility of property donated to eligible organizations.

Assessor

1. Inspects property according to location, market value, replacement costs, etc., in appraising its value.
2. Determines tax to be levied according to tax schedules or milage rates.
3. Interprets property tax laws and forms tax policies.
4. Directs all assessment activities.

Housing Management Officer

1. Directs all activities in providing advice and assistance to housing authorities.
2. Evaluates publicly-financed housing programs.
3. Develops policies and standards for local housing organizations and operations of housing projects.

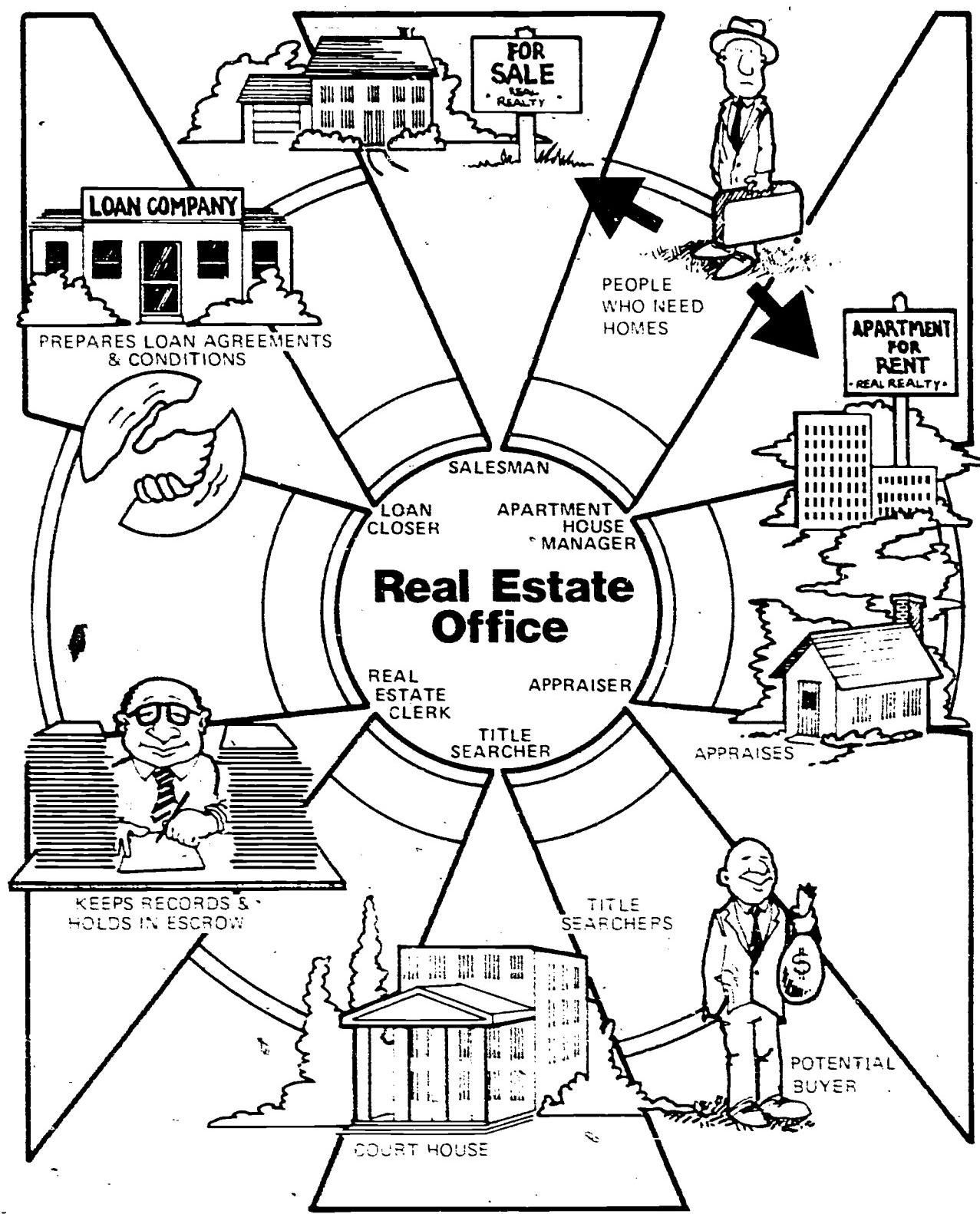
Contractor

1. Bids on buildings to be constructed based on estimate he has made of costs.
2. Arranges for financial assistance for building costs, if necessary.
3. Purchases all necessary materials, equipment, and supplies.
4. Directs and controls all building activities and personnel himself or through assistants.

Loan Closer

1. Prepares papers and assembles documents to obtain loans for builders to finance new construction.

2. Forwards applications for loans, construction plans, and credit ratings to loan company for approval.
3. Receives approval of company and orders preliminary title reports and covenants.
4. Draws up closing papers showing financial transactions, conditions, and restrictions upon which sale is based.
5. Records deeds with title company and municipal authorities.
6. May draw up notes, trust deeds and agreements, and obtain signatures.



REAL ESTATE SITUATIONS

In each of the situations below, determine what service of a real estate company is involved. What careers and businesses would provide these services. Select your answers from the lists provided.

1. Steve Sears wanted to find a place to move his wholesale office equipment warehouse. Steve has found that he is losing business because most of his retail customers have moved to other sections of town and he cannot deliver their orders as easily and quickly as his competitors can when there is a rush order of some kind.
2. Barry Barnes was able to find a large warehouse owned by Darrell Durst. Darrell was moving to another location where he had more room to store his furniture stock and where there was room to expand and build more warehouse space if he should need it. Steve Sears decided after Barry showed him the property that he would like to buy it, but he wasn't sure if it was worth the seller's price.
3. Steve was concerned that there might be some claims against the property and wanted someone to look through the records in the courthouse, handle taxes and insurance, and draw up the papers to be signed by Steve and Darrell.
4. Harold Henry has found a building in the business district of town where he would like to start a men's clothing store. There had been a small restaurant in the building, but it went out of business a few months after a large cafeteria moved in across the street and a hamburger stand moved in around the corner. Harold finds that the owner is asking \$10,000 for the building, and he needs to know if the property can be improved and modernized.
5. Jerry Jones built a motel on a back road, and later was pleasantly surprised to find that the exit to the interstate was to go right by his motel. His business has picked up, and Jerry wants to have a billboard located near the exit.

Services	Career	Businesses
Location of Sites	Salesman	Agencies
Appraisal of Property	Appraiser	Investors
Transfer of Title	Loan Closer	Operations
Management of Property	Title Searcher	Construction
Escrow Agreement	Escrow Agent	Government
Selling	Escrow Officer	
Leasing	Renovator	
Construction Loans	Lease Buyer	

FINANCIAL INDUSTRY CAREERS

Study each group of financial careers below. Using the list of businesses given, decide which kind of business should be the heading for that group of finance careers. Each finance career within a group is found in the same kind of financial institution or other marketing business.

Commercial Bank

Stock Exchange

Credit Union

Finance Company

Credit Card Company

President
Investigator
Cashier
Teller
Loan Officer
Trust Officer
Repossessor
Interviewer
Collector

Credit Interviewer
Credit Investigator
Finance Manager
Credit Collector
Repossessor

Loan Officer
Credit Interviewer
Credit Authorizer
Account Collector
Finance Director
Customer Service Advisor

Credit Manager
Charge Authorizer
Customer Service Adviser
Credit Investigator
Credit Collector

Securities Salesman
Financial Analyst
Securities Broker
Floor Rep (Broker's)

FINANCE CAREERS IN BUSINESS

Study each of the marketing finance careers listed below and decide in which of the businesses that career would be found. Remember, in a few cases the career title may apply to more than one business. Each of the six boxes on the following pages has a heading with a kind of business. Under this heading are lines for you to write the career titles which can be found in that business. Hint: Not all of the lines in every box will be filled.

CREDIT AUTHORIZER	CLAIMS ADJUSTER
FLOOR REPRESENTATIVE	REPOSSESSOR
TELLER	CREDIT MANAGER
CHARGE AUTHORIZER	CONTROLLER
SECURITIES BROKER	CREDIT INVESTIGATOR
PRESIDENT	LOAN OFFICER
CREDIT INTERVIEWER	CREDIT AND CONTROL MANAGER
TRUST-VAULT CLERK	TREASURER
FINANCE MANAGER	CASHIER
ACCOUNT COLLECTOR	SECURITIES SALESMAN
FINANCIAL ECONOMIST	CUSTOMER SERVICES ADVISOR
TRUST OFFICER	CREDIT CHECKER
FINANCIAL ANALYST	CREDIT COLLECTOR
	COLLECTION AGENT

210

212

Commercial Bank

Stock Exchange

Credit Card Company

Finance Company

Credit Union

QUIZ SHOW**GAME ACTIVITY
(Small or Large Groups)**

Based on "Jeopardy" TV Show*

- 1 —Scorekeeper
- 3 —Panelists or teams
- 1 —Moderator
- 2 —Judge Authority
- All students submit at least three questions for each of the given categories

CATEGORIES OF INFORMATION

P	A	B	C	D	E
O	1	1	1	1	1
I	2	2	2	2	2
N	3	3	3	3	3
T	4	4	4	4	4
V	5	5	5	5	5
A					
L					
U					
E					
S					

DIRECTIONS:

1. Four to six categories of information are selected for a unit or course. Authorities prepare the final copies of questions and answers.
2. Questions and answers are selected for each of the categories and are arranged in order of difficulty (1-least difficult; 5-most difficult).
3. A panelist receives the number of points related to questions he answers. The panelist with the most points at the end of the game is declared the winner and meets two new challengers for a new game.
4. Time limit per game — 15 minutes. Panelist or team with the most points wins.
5. Game is begun by each panelist or team representative drawing a slip of paper from a box. Each slip is marked 1, 2, and 3. The panelist or team member drawing the #1 slip begins the game.
6. The panelist or team member then selects the category and point value of the question he wishes the moderator to read.
7. The moderator reads the chosen question. When the panelist thinks he has the correct answer, he rings his bell. The first panelist to ring his bell is given the opportunity to answer the question. If his answer is correct, he receives the corresponding points. If his answer is incorrect, he does not receive any points, and his opponents receive the opportunity of ringing their bells to give the answer. The first panelist to ring answers the question. If none of the panelists gives a correct answer, the last person to answer correctly will select the next category and point value question. Each succeeding question (category and point value) will be selected by the last panelist giving a correct answer.
8. Blocks representing a category and point value (such as B-2) should be blocked out with an "x" on the blackboard or an overhead transparency to keep the students informed of the remaining categories and point value questions. If a bulletin board or pegboard are used, cards for each category and point value may be removed as they are selected by panelists.

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FINANCE BASEBALL***Participants**

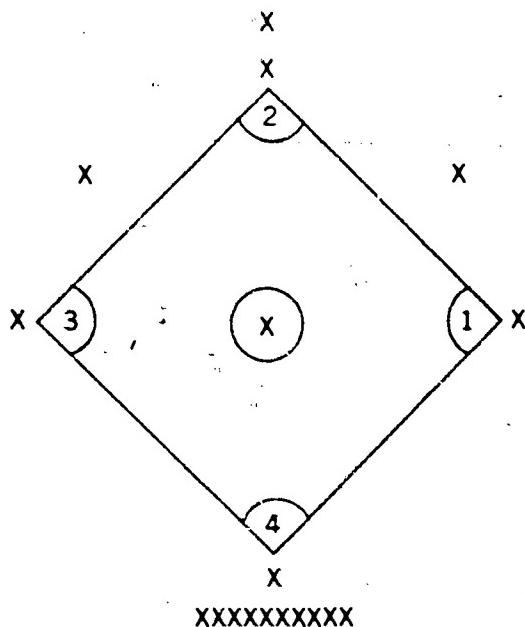
2 Teams (9 players each)

1 Umpire

1 Scorekeeper

2 Managers (1 each team)

— Substitutes

**Preparation**

Develop four sets of questions ranging in difficulty from 1 (the easiest) to 4 (the most difficult) with a question on one side of a card and its number on the other side. If possible, use four different colors of paper, such as red, blue, orange, and green, to help distinguish the questions and add interest. Arrange the room so that you have an area similar to the diamond drawn above. Place chairs where the X's are shown and a small table with the chair in the center of the diamond. Stack the four sets of questions on the table in order (1, 2, 3, 4) face down so that the numbers show.

Divide the class into two teams and have each team select a manager. Have each team manager assign players to one of the following positions:

Pitcher—serves as the moderator asking questions to each opposing team player who comes up to bat; may decide to "walk" a player to first base.

First Baseman—may answer the first 1 point question (a single) that an opponent up to bat misses and get that player "out".

Second Baseman—same as above — 2 point question (a double).

Third Baseman—same as above — 3 point question (a triple).

Catcher—same as above — 4 point question (a homerun).

Right Fielder—may answer the second 1 point question (a single) that an opponent up at bat fails to answer to make an "out".

Center Fielder—same as above — 2 point question (a double).

Left Fielder—same as above — 3 point question (a triple).

Short Stop—same as above — 4 point question (a homerun).

Each team manager will decide the "batting order" for his team. Before each player goes up to bat, the manager will discuss strategy for the game, such as going for a double or trying for a homerun.

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Directions

Have the umpire flip a coin with the two managers to see which team will be "up to bat" first. The manager winning the toss will then review batting orders with his team. The other team manager will supervise his players taking their designated positions in the field.

The first player at bat tells the pitcher whether he is trying for a single, double, triple, or homerun; at this point the pitcher may decide to "walk" the batter or he may select a card from the corresponding stack and read the question to the hitter. If the player at bat answers that question correctly, he walks around the bases to the appropriate one.

If the player is incorrect, the opposing baseman (1, 2, 3, or catcher) may answer the question. If he answers the question correctly, the player at bat is "out." If he is not correct, however, the "hitter" only has one strike counted against him.

When a player at bat has an opportunity to answer a second question, he may select a single, double, triple, or homerun without conferring with his team manager. If he is correct in answering the question, he may proceed to that base.

If his second answer is not correct, the appropriate outfielder may attempt to answer the question. That is, the right fielder may answer the "single" point question, etc. A correct answer by the field player earns an "out." An incorrect answer on the second question by the fieldman entitles the player at bat a third and final attempt to answer a question of his choice. If he is correct, he goes to the corresponding base. An incorrect answer given is a third strike and he is out.

Each team remains "at bat" until it has made three outs. At that time the team in the field comes to bat. When each team has had its chance at bat, one inning will have been completed. A game may be played for three innings, forty-minutes, or any limit established by the instructor.

Scoring

As in the regular game of baseball, the game is won by the team with the largest number of points. For added interest, the scorekeeper may keep track of each team's number of hits. If the game is played for a longer period of time, such as during several units, players may figure their batting average to help enhance their mathematical skills.

FINANCIAL SPECIALISTS IN MARKETING SERVICES

1. Finance involves the handling of money for business and consumer users.
2. Five major types of financial institutions include:
 - a. Banks — provide services of checking, savings, loans, trusts, and safekeeping of valuables (Commercial Bank, Savings and Loans Associations)
 - b. Finance companies — specialize in extending loans (Consumer and Sales)
 - c. Credit unions — serve a special interest group for savings and loans (Government and business groups)
 - d. Credit Card Companies — finance consumer purchases of goods and services (Bank-American, Master Charge, American Express)
 - e. Securities Investors — handle transfers of stocks and bonds (Stock Exchange, Mutual Funds)
3. Insurance and Real Estate businesses are sometimes referred to as financial businesses. Although they deal in financial transactions, most real estate businesses are primarily concerned with facilitating the exchange or use of realty. Insurance companies are mainly concerned with the shifting of financial losses or risks, unlike other businesses.
4. Finance service businesses offer one or more of these services to consumers and businesses:
 - a. Loans — long and short, personal and commercial
 - b. Checking — regular and special, personal and business
 - c. Savings — passbook and certificates
 - d. Investments — stocks, bonds, land
 - e. Trusts, Estates, Wills
 - f. Safekeeping of valuables
 - g. Credit purchases — open, revolving
5. Although there are many finance careers available, the ones on the following pages are the ones which are most frequently found. Some of the jobs listed occur in more than one business. For example, a credit interviewer might be found in any business that extends credit for loans or purchases.
6. Although many financial career personnel in various businesses may perform similar tasks, some of the career titles will vary. A good example of this would be an authorizer. If the person works for a creditcard company, his job title is a Charge Authorizer. If he works for a finance company, he would be known as a Credit Authorizer. The manager may be a credit manager, or loan officer, or president.
7. Some job opportunities available according to major services performed are:

Checking and savings — teller, cashier, manager

Loans and credit — loan officer, credit and collect, rms manager, cashier, credit authorizer

Trusts — trust officer, trader

Safekeeping — vault clerk

Securities — clerk, salesman, analyst, broker

8. Many forms are handled by employees of financial institutions:

1. Deposit and withdrawal slips — checking and savings
2. Personal, traveler's, and cashier's checks — checking
3. Bank statement — checking, savings, loans
4. Promissory note, installment contract, credit application, mortgage, deed, certificate of title, credit card — loans
5. Passbook, certificates of deposit — savings
6. Stock Certificates — investments

CONTROLLER

1. Often called the comptroller, directs the financial affairs of an organization, usually a very large operation.
2. Establishes major economic policies and objectives for a company.
3. Directs and prepares financial reports on budgets, government reports, financial forecasts, income, expenses, and earnings.

CREDIT AUTHORIZER

1. Approves credit amounts for customer loan applications or renewals.
2. Verifies credit standing of the customer for credit reports.
3. Reviews credit information in determining the amount of credit extended.

CREDIT INVESTIGATOR

1. Checks past history and current status of persons and businesses applying for credit; reviews information provided by customer.
2. Interviews by phone or in person credit references, neighbors, employers and trade associations to obtain information about the customer.
3. Evaluates his findings and submits a report to the loan authorizer or to the authorizer of the company.

CREDIT INTERVIEWER

1. Greets customers and determines the financial need.
2. Obtains basic credit information concerning employment and financial status, personal and family information, credit references, etc.
3. Reviews applications and may verify certain information before turning the application over to the appropriate investigator or authorizer.

CHARGE AUTHORIZER

1. Approves or disapproves consumers applications for charge accounts or additional purchases to established charge accounts.
2. Reviews credit information in determining credit limits and extensions.
3. Verifies credit standing and prepares credit reports for charge customers.

CREDIT MANAGER

1. Manages credit department for businesses which extend credit to other businesses. Usually works for an industrial, storage, or transportation firm.
2. Investigates financial standing and reputation of prospective customers applying for credit..
3. Reviews and evaluates results of investigations to reject credit application or to establish credit limitations on customer accounts.
4. Supervises collection of bad accounts and worthless checks.
5. Makes up collection notes to customers.
6. Keeps records of collections.
7. May submit delinquent accounts to agency or attorney for collection.

FINANCIAL ANALYST

1. Interprets data concerning investments, their price, yield, stability, and future trends, according to daily stock and bond reports, financial periodicals, securities manuals, and personal interviews.
2. Constructs charts and graphs concerning investments..
3. Summarizes data setting forth current and long term trends in investment risks and measurable economic influences pertinent to status of investments.
4. May perform research and make analyses relative to losses and adverse financial trends and suggest remedial measures.
5. May transmit buy-and-sell orders to broker based on securities analysis.

FINANCE MANAGER

1. Establishes and maintains relationships with customers, and with business, service, and civic organizations to promote goodwill and develop new business.
2. Supervises accounting and reporting functions and establishes operating policies and procedures.
3. Directs custody and control of assets, records, collateral, and securities held by companies..
4. Approves or declines lines of credit or company loans.

BANK CASHIER

1. Directs bank's monetary programs, transactions, and security measures in accordance with banking principle and legislation.

- 2. Coordinates program activities and evaluates operating practices to insure efficient operations.
- 3. Oversees receipt, disbursement, and expenditure of money.
- 4. Signs documents approving or effecting monetary transactions.
- 5. Directs safekeeping and control of assets and securities.
- 6. Approves loans and participates as member of committees concerned with loaning and customer service functions.
- 7. Directs accounting for assets, and maintains specified legal cash reserve.
- 8. Reviews financial and operating statements, and presents reports and recommendations to bank officials or board committees.
- 9. Maintains financial and community business affiliations to broaden bank's services and develop new business.

TELLER

- 1. Receives and pays out money, and keeps records of money and negotiable instruments involved in various bank transactions.
- 2. Receives checks and cash for deposit, verifies amounts, and examines checks for endorsements.
- 3. Enters deposits in depositors' bankbooks or issues receipts.
- 4. Cashes checks and pays out money upon verification of signatures and customer balances.
- 5. Places holds on accounts for uncollected funds.
- 6. Orders supply of cash to meet daily needs, counts incoming cash, and prepares cash for shipment.
- 7. May compute service charges, file checks, and accept utility bill payments.
- 8. May photograph records using microfilming device.
- 9. May operate various office machines.
- 10. May sell domestic exchange, travelers checks, and savings bonds.
- 11. May open new accounts and compute interest and discounts.

BANK PRESIDENT

2. Supervises accounting and reporting functions and establishes operating policies and procedures.
3. Directs custody and control of assets, records, collateral, and securities held by companies.
4. Approves or declines lines of credit, and commercial, real estate, and consumer loans.
5. Directs personnel engaged in trust activities, such as settling estates, administering trusts, and performing agency functions for individuals.

TRUST OFFICER

1. Administers private, corporate, and probate trusts.
2. Examines or drafts trust agreement to insure compliance with legal requirements and terms creating trust.
3. Locates, inventories and evaluates assets of probated accounts.
4. Directs realization of assets, liquidation of liabilities, payment of bills, preparation of Federal and State tax returns, and collection of earnings.
5. May invest trust funds.
6. May administer escrows.
7. May act as transfer agent in securities trust transactions.

LOAN OFFICER

1. Examines and evaluates applications for lines of credit, installment credit, or commercial, real estate, and consumer loans, and authorizes or recommends their approval.
2. Reviews loan application for completeness.
3. Analyzes applicant's financial status, credit, and property evaluation to determine feasibility of granting loan request.
4. Corresponds with or interviews applicant or creditors to resolve questions regarding application.
5. Approves loan within specified limits or refers loan to loan company for approval.
6. Completes loan agreement on accepted loans.
7. May handle foreclosure proceedings.
8. May analyze potential loan markets to develop prospects for loans.

FLOOR REPRESENTATIVE

1. Buys and sells securities on the floor of the stock exchange for a broker.
2. Analyzes market conditions and trends and informs the broker of buy-sell prices on stocks.
3. Notifies broker of market changes or purchases which affect his customers' accounts and make recommendations accordingly.

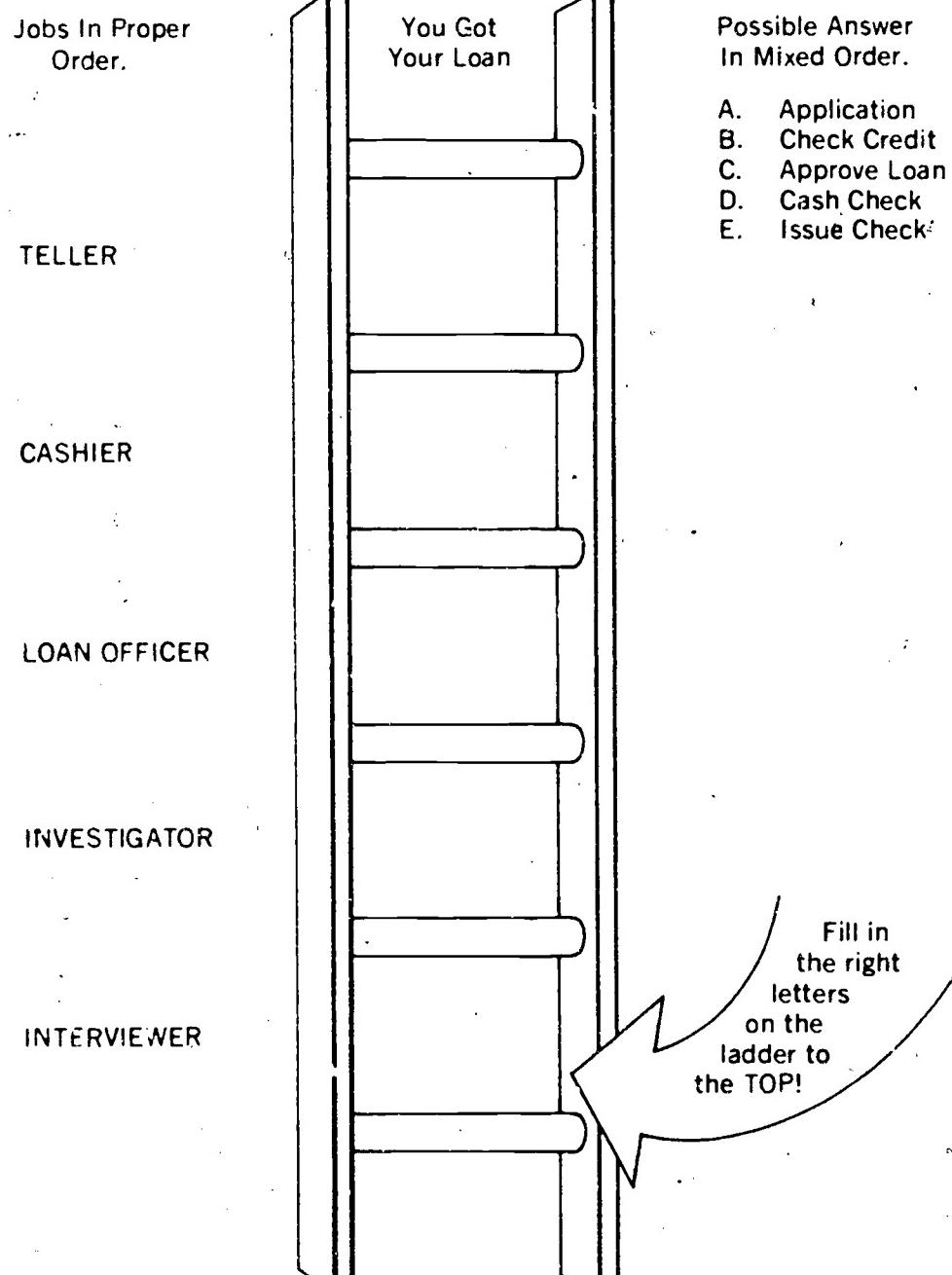
SECURITIES BROKER

1. Directs securities investment and counseling service for individuals and businesses.
2. Studies financial background and future trends of stocks and bonds, and advises businesses and customers regarding investments.
3. Transmits buy-and-sell orders to floor representatives as directed, and recommends purchase, retention, or sale of issues.
4. Establishes and maintains relationships with customers, and with business, service, and civic organizations to promote goodwill and develop new business.
5. Supervises accounting and reporting functions and establishes operating policies and procedures.
6. Directs custody and control of assets, records, collateral, and securities.

TRUST-VAULT CLERK

1. Receives and delivers securities into and from trust vault and records security transactions.
2. Opens combinations on cabinets in vault.
3. Examines securities deposited for safekeeping, verifying descriptions and signatures, and files securities according to customers' names and account numbers.
4. Records securities transactions including purchases, exchanges, and stock splits to maintain control of customers' accounts.
5. Releases securities from vault upon authorized request.
6. Acts as bank's agent in observing bank auditors when checking securities in vault.
7. May examine collateral to insure conformity with loan specifications.

Steps in the Ladder of Getting a Loan



WHO'S WHO IN FINANCE

Read each of the job descriptions given below. Decide which of the career titles listed at the bottom of the page is explained and write its career title in the blank to the left of its description.

- _____ 1. Approves loans for applicants of a finance company.
- _____ 2. Represents securities brokers on stock exchange floor.
- _____ 3. Handles bank receipts and pays out money for checking, savings, and loans.
- _____ 4. Okays amounts of credit purchases by customers in a retail store.
- _____ 5. Assists clients in the buying, selling, or trading of stocks.
- _____ 6. Controls and organizes all activities with a bank.
- _____ 7. Reviews credit information and application with loan applicant.
- _____ 8. Receives, examines, and delivers securities deposited for safekeeping.
- _____ 9. Directs all monetary programs and transactions within a bank.
- _____ 10. Checks credit information on a loan application to a finance company.
- _____ 11. Examines, evaluates, and approves credit applications for a credit card company.
- _____ 12. Assists members of a credit union with loan payments, share deposits and withdrawals.

Customer Service Advisor

Trust Officer

Securities Broker

Controller

Loan Officer

Charge Authorizer

Credit Manager

Credit Investigator

Teller

Cashier

Credit Interviewer

Floor Representative

FINANCIAL ROLE PLAYS

1. A customer hands you a \$20 bill and requests change. He says that he is in a hurry. The \$20 bill looks counterfeit to you. What would you do?
2. You need to deposit your money in the bank to your checking account and have the teller check to see how much money and interest is in your savings account.
3. You are an eccentric millionaire who wants to set up a trust fund for your two siamese cats after you die. Once these cats are gone the money is to go to the local orchid society.
4. You are preparing a traveler's check transaction with a customer. Another customer walks up to your window and asks to be waited on immediately because he is in a rush. How do you handle this situation?
5. A customer comes to your window to have a check cashed. Several minutes later the angry customer returns to your window and says, "you gave me \$20.00 less than you should have." What do you say?
6. You need to see the bank manager to convince him to put an ad in the program your band is giving out at their concert so you will have enough money to pay for the program and maybe buy some new music.
7. You are a friend of the financial analyst and you want a tip on the stock market, but you don't want him to know. You are just dropping in for a "friendly" visit.
8. Bill, who is a good friend of yours, drops in to talk with you while you are on the job. Bill stands at your window talking while seven other people are lined up behind him. How would you handle this situation?
9. A customer wants to buy a \$12.75 savings bond. You must explain that he cannot buy a savings bond of \$12.75 but you can sell him a \$18.75 savings bond. He insists that he wants a \$12.75 and that they are sold in that amount. Try to change his mind.

FINANCE DECISIONS

Study each of the situations below and decide which financial business should handle the situation. Check the correct column and give your reasons on the lines shown. Name at least three careers that would be involved in handling each situation.

BUSINESS AND CONSUMER DECISION-MAKING SITUATIONS	COMMERCIAL BANK	CREDIT UNION	FINANCE COMPANY	CREDIT CARD CO.	SECURITIES COMPANY
1. Dr. Martin is an established dentist with a salary of \$60,000 per year. He wants to invest \$3,000 now and about \$300 per month for long term profits to retire.					

REASONS: _____

CAREERS: _____

2. Dean Bradford is a wholesale specialty salesman who travels a great deal. His company pays him for travel expenses when he turns in a form at the end of each month. Dean doesn't want to have to use his cash on hand to pay the \$300-\$400 expenses during the month.					
---	--	--	--	--	--

REASONS: _____

CAREERS: _____

BUSINESS AND CONSUMER DECISION-MAKING SITUATIONS	COMMERCIAL BANK	CREDIT UNION	FINANCE COMPANY	CREDIT CARD CO.	SECURITIES COMPANY
3. Margo Davis is a senior airline stewardess for a large airline. She has been with the company for five years and has a good credit standing with retailers and several credit card companies. Margo plans to buy a new boat, but does not have all of the money to pay for it.					

REASONS: _____

CAREERS: _____

4. Tricia Lowell is 18 years old and has been working for 3 months as a retail salesperson. She has not bought anything on credit, but Tricia wants to buy a used car for \$500 and pay for it during the next year.					
--	--	--	--	--	--

REASONS: _____

CAREERS: _____

FINANCE PERSONALITIES

Shown below are fifteen personality characteristics that are frequently used to describe people. Also listed are ten marketing careers in the financial services. Select one to three characteristics that you feel would be most important for each financial career person to have and put the letter of the characteristics in the spaces to the right of the job title. There are no right or wrong answers.

Personality Characteristics

- | | | |
|-----------------|--------------|--------------|
| A. ATTRACTIVE | F. FAIR | K. KIND |
| B. BRIGHT | G. GORGEOUS | L. LIKEABLE |
| C. COURTEOUS | H. HONEST | M. MATURE |
| D. DILIGENT | I. INGENIOUS | N. NATURAL |
| E. ENTHUSIASTIC | J. JOLLY | O. ORGANIZER |

Marketing Finance Careers

FLOOR REPRESENTATIVE	_____	_____	_____
CREDIT INVESTIGATOR	_____	_____	_____
LOAN OFFICER	_____	_____	_____
CREDIT INTERVIEWER	_____	_____	_____
SECURITIES BROKER	_____	_____	_____
BANK TELLER	_____	_____	_____
CHARGE AUTHORIZER	_____	_____	_____
ACCOUNT COLLECTOR	_____	_____	_____
TRUST OFFICER	_____	_____	_____
CUSTOMER SERVICE ADVISOR	_____	_____	_____

INSURANCE CAREER SCRAMBLE

Unscramble each of the following letter groups to reveal risk careers in insurance.

1. LAESS GANET
2. DEILF PREVERTIESTEAN
3. DINENEPDETN NAGTE
4. SINRUNACE REBORK
5. CHANRB GANEMAR
6. DUNWERTRIRE
7. LOPCIY REWITR
8. KIRS NOCLUSANTT
9. RAMEIN ASCPEITSIL
10. CEINSRUAN MEANEXIR
11. NIURSCEAN ROCODIRATON
12. VALSOR GATEN
13. PILYOC HECRECK
14. SMACIL DAJESTUR
15. BESSNUIS DUATIOR
16. CILMAS NYALSAT
17. MERMIUP LERCK
18. SORLAV REAINTE

CLUES:

The word AGENT is used in three of the career titles.

The word INSURANCE is used in three of the career titles.

The word POLICY is used in two of the career titles.

The word CLAIMS is used in two of the career titles.

INSURANCE CAREER SCRAMBLE—KEY

Unscramble each of the following letter groups to reveal risk careers in insurance.

1. LAESS GANET	<u>SALES AGENT</u>
2. DEILF PREVERTIESTEAN	<u>FIELD REPRESENTATIVE</u>
3. DINENEPDETN NAGTE	<u>INDEPENDENT AGENT</u>
4. SINRUNACE REBORK	<u>INSURANCE BROKER</u>
5. CHANRB GANEMAR	<u>BRANCH MANAGER</u>
6. DUNWERTRIRE	<u>UNDERWRITER</u>
7. LOPCIY REWITR	<u>POLICY WRITER</u>
8. KIRS NOCLUSANTT	<u>RISK CONSULTANT</u>
9. RAMEIN ASCPEITSIL	<u>MARINE SPECIALIST</u>
10. CEINSRUAN MEANEXIR	<u>INSURANCE EXAMINER</u>
11. NIURSCEAN ROCODIRATON	<u>INSURANCE COORDINATOR</u>
12. VALSOR GATEN	<u>SALVOR AGENT</u>
13. PILYOC HECRECK	<u>POLICY CHECKER</u>
14. SMACIL DAJESTUR	<u>CLAIMS ADJUSTER</u>
15. BESSNUIS DUATIO	<u>BUSINESS AUDITOR</u>
16. CILMAS NYALSAT	<u>CLAIMS ANALYST</u>
17. MERMIUP LERCK	<u>PREMIUM CLERK</u>
18. SORLAV REAINTE	<u>SALVOR TRAINEE</u>

CLUES:

The word AGENT is used in three of the career titles.

The word INSURANCE is used in three of the career titles.

The word POLICY is used in two of the career titles.

The word CLAIMS is used in two of the career titles.

PERSONAL POSSESSIONS PACKAGE

In the columns below, make a list of your personal possessions under the given headings. If there are not enough spaces under any heading, include those ten items which you value most because of dollar value or personal value.

INSURANCE CAREERS CLUES

Listed below are some clues about a number of marketing/risk careers in the field of insurance. Study each set of clues and see if you can guess which insurance occupation is identified. A list of possible insurance careers is found below to help you in your investigation.

Insurance Career Titles

Premium Rate Clerk	Policy Writer
Branch Manager	Insurance Coordinator
Salvor Agent	Claims Analyst
Broker	Claims Adjuster
Examiner	Estate Planner
Field Representative	Independent Agent
Policy Checker	Sales Agent
Actuary	Underwriter
Insurance Collector	Estate Planner

Clues For Insurance Careers

CLUES: This insurance man:	CLUES: As an insurance boss, he:
<ol style="list-style-type: none"> 1. Purchases insurance coverage for a client to get best protection 2. Acts as an agent for the client in dealing with many insurance companies to obtain best coverage 3. Performs usual duties of a sales agent in determining customer's needs and explaining policies 	<ol style="list-style-type: none"> 1. Supervises all company personnel within a district or region 2. Coordinates all selling, policy processing and collections, and claims activities in his area 3. Provides information to company executives for management considerations and decisions
CAREER _____	CAREER _____
CLUES: This insurance settler:	CLUES: This insurance researcher:
<ol style="list-style-type: none"> 1. Investigates policy claims for losses or damages 2. Talks or writes to person making the claim and witnesses 3. Consults hospitals and inspects damaged property to figure loss 4. Prepares final accident or loss reports and makes a settlement with the claimant, if possible 	<ol style="list-style-type: none"> 1. Works for life and health insurance companies home offices 2. Is responsible for the prompt payment of insurance benefits 3. Checks medical bills and lost income totals on health claims 4. Verifies death claims on life insurance policies 5. Gives data to claims adjuster
CAREER _____	CAREER _____

<p>CLUES: As a home office worker, he:</p> <ol style="list-style-type: none"> 1. Verifies accuracy of insurance records 2. Compares computations on premium paid, interest, and dividends 3. Verifies data on applications and policies, such as age, name and address, principal sums, and value of property 4. Proofreads printed material concerning insurance programs 5. Verifies computations on interest accrued, premiums due, and settlement surrender or loan values, using calculating machine 6. Verifies accuracy of data punched on tabulating cards using verifying machine 7. May train new employees <p>CAREER</p>	<p>CLUES: This insurance businessman:</p> <ol style="list-style-type: none"> 1. Sells insurance to clients, acting as a company agent 2. Often represents more than one insurance company 3. Recommends amount and type of coverage based on analysis of prospect's circumstances 4. Compiles lists of prospective clients to provide leads most likely to produce additional business 5. Contacts prospects to persuade them to purchase policy 6. Explains features of policies offered 7. Calculates rates to be applied to policy for each prospect using rate books <p>CAREER</p>
<p>CLUES: This insurance man:</p> <ol style="list-style-type: none"> 1. Sells insurance to new and present clients as a company employee 2. Recommends amount and type of coverage based on analysis of prospect's circumstances 3. Compiles lists of prospective clients to provide leads most likely to produce additional business 4. Contacts prospects to persuade them to purchase policy 5. Explains features of policies offered 6. Calculates rates to be applied to policy for each prospect using rate books 7. May collect weekly or monthly premium from policyholders and keep record of payment <p>CAREER</p>	<p>CLUES: As an insurance supervisor, he:</p> <ol style="list-style-type: none"> 1. Is assigned to a specific territory 2. Makes regular calls on each agent in his territory who handles his company's insurance 3. Instructs the agents about new types of insurance and changes in old types 4. Helps agents find new business and assists them in examining their clients' insurance programs to make sure the clients have the right kind of coverage in sufficient amounts 5. Encourages agents to conduct vigorous sales campaigns 6. Conducts in-service educational programs in which agents are instructed about developments in insurance and sales' methods <p>CAREER</p>

<p>CLUES: This insurance analyst:</p> <ol style="list-style-type: none"> 1. Reviews assets and liabilities of an estate to determine that insurance is for financial protection of estate 2. Studies legal instruments, such as wills, trusts, business agreements, life insurance policies, and government benefits to estimate value and expenses of estate 3. Computes expenses, taxes, and debts to determine value of adjusted gross estate 4. Prepares and discusses insurance program with client that will provide maximum financial security for family and protect investments 5. Suggests purchase of additional or new life insurance when analysis of estate indicates need for meeting cash demands at death 6. Discusses legal instruments with family attorney if study indicates need for change 	<p>CLUES: This insurance professional:</p> <ol style="list-style-type: none"> 1. Reviews individual applications for insurance to evaluate degree of risk involved and accepts applications, following company's underwriting policies 2. Examines such documents as application form, inspection report, insurance maps, and medical reports to determine degree of risk from such factors as applicant's financial standing, age, occupation, accident experience, and value and condition of real property 3. Reviews company records to ascertain amount of insurance in force on single risk or group of closely related risks, and evaluates possibility of losses due to catastrophe or excessive insurance 4. Declines risks which are too excessive to obligate company 5. Dictates correspondence for field representatives, medical personnel, and other insurance or inspection companies to obtain further information, quote rates, or explain company's underwriting policies 6. When risk is excessive, authorizes reinsurance, or when risk is substandard, limits company's obligation by decreasing value of policy, specifying applicable endorsements, or applying rating to insure safe and profitable distribution of risks, using rate books, tables, code books, and other reference material
<p>CAREER _____</p> <p>CLUES: The insurance man:</p> <ol style="list-style-type: none"> 1. Receives information concerning damaged property from the claims adjuster 2. Inspects the damaged merchandise which company has acquired from a settled claim 3. Contacts dealers for the sale or disposal of the damaged goods known as salvage <p>CAREER _____</p>	<p>CAREER _____</p>

CLUES: This government employee:

1. Evaluates policyholder complaints and conformity of insurance companies and agents with standards of State regulatory commission to recommend punitive action and authorize insurance or revocation of licenses
2. Reviews records and documents submitted by insurance companies, field investigators, and complaining parties to determine compliance with prescribed standards
3. Interviews complainants and company representatives to determine validity of complaints
4. Recommends initial or additional investigation where evidence of fraud, misrepresentation, over-charging, or other irregularities exist
5. Reviews commission files to verify accreditation of companies and agents
6. Recommends legal or administrative action for irregularities uncovered by investigation
7. Authorizes license issuance, renewal, or suspension of companies and agents on basis of findings
8. May audit records and accounts of companies and agents to determine compliance with prescribed accounting procedures

CAREER _____

CLUES: This insurance person:

1. Obtains new policy from company policy writer
2. Reviews policy for limits and types of coverage
3. Consults rate tables to determine premium

CAREER _____

CLUES: This insurance author:

1. Receives approved insurance risk information from underwriter
2. Consults various policy formats and coverages
3. Applies information gathered to prepare the insurance policy

CAREER _____

CLUES: This businessman:

1. Works for a business or industry other than an insurance company
2. Secures personal insurance coverage for company personnel
3. Obtains business insurance coverage for the company property and personnel
4. Serves as a liaison between the business and the insurance company for claims, premiums, etc.

CAREER _____

CLUES: This insurance mathematician:

1. Determines mortality, accident, sickness disability, and retirement rates
2. Constructs probability tables regarding fire, natural disasters, and unemployment based on analysis of statistical data and other pertinent information
3. Designs insurance and pension plans and calculates premiums
4. Ascertains premium rates required and cash reserves and liabilities necessary to ensure payment of future benefits
5. Determines equitable basis for distributing surplus earnings under participating insurance and annuity contracts in mutual companies

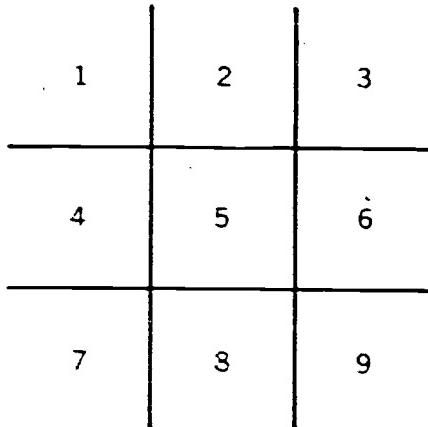
CAREER _____

<p>CLUES: This communicator:</p> <ol style="list-style-type: none"> 1. Recruits independent insurance salesmen in field and maintains contact between them and home office 2. Selects insurance salesmen considering their experience with other insurance companies, and persuades them to sell company's insurance 3. Drafts contract between agent and company 4. Advises agent on matters pertaining to conduct of business, such as cancellations, overdue accounts, and new business prospects <p>CAREER _____</p>	<p>CLUES: This insurance man:</p> <ol style="list-style-type: none"> 1. Notifies customers of delinquent accounts and attempts to secure payment, using postal service or telephone 2. Has delinquent account removed from file 3. Selects prescribed form letter and has it mailed to customer 4. Repeats process, using different forms if reply is not received within specified time 5. Calls customer on telephone or pays a personal visit in attempt to secure payment 6. Drafts statements for credit department if customer fails to respond 7. Orders cancellation of policy 8. May sort, read, and answer correspondence 9. May receive payment and post amount paid to customer's account <p>CAREER _____</p>
<p>CLUES: This insurance specialist:</p> <ol style="list-style-type: none"> 1. Reviews assets and liabilities of an estate to determine that insurance is for financial protection of estate 2. Studies legal instruments, such as wills, trusts, business agreements, life insurance policies and government benefits to estimate value and expenses of estate 3. Computes expenses, taxes, and debts to determine value of adjusted gross estate 4. Prepares and discusses insurance program with client that will provide maximum financial security for family and protect investments 5. Suggests purchase of additional or new life insurance when analysis of estate indicates need for meeting cash demands at death 6. Discusses legal instruments with family attorney if study indicates need for change <p>CAREER _____</p>	

QUIZ SHOW**GAME ACTIVITY
(LARGE GROUP)**

Based on "Hollywood Squares" TV Show*

- 9 —Panelists representing each square
- 2 —Contestants (x and o) to start
- 1 —Moderator
- 1 —Scorekeeper
- 2 —Judges
- 3 —Authorities (make up questions)
- Additional contestants (remaining students)
- All students submit 10 questions each

**DIRECTIONS:**

1. Each panelist represents one of the nine squares.
2. Authorities prepare final copies of questions and answers.
3. Judges and moderator receive copies of the questions and answers.
4. Two contestants are selected to represent x and o.
5. Game is begun by flipping a coin to determine which contestant receives the first question. Each succeeding game is begun by the winner of the previous game.
6. Moderator asks the contestant which panelist (representing a square) he wants to answer the question. Moderator reads the question to the designated panelist who responds with an answer. The contestant must then decide whether or not the panelist has given a correct answer. If the contestant is correct in agreeing or disagreeing, he receives his "x" or "o" in the appropriate square.
7. If the contestant is incorrect in evaluating his selected panelist's answer, his opponent earns the square. The third "x" or "o" however, must be earned by a contestant to win the game and not by an incorrect answer of his opponent.
8. A contestant wins a game by securing three "x's" or "o's" in a row, across, down, or diagonally or five "x's" or "o's" if three in a row cannot be obtained.
9. The winner continues another game. The loser is replaced by new contestant.

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INSURANCE

Arthur Grover, Personnel Director of All American Insurance Company, has just been notified that he may distribute Christmas bonuses to employees in the home office and two nearby offices. He has been told to reward them according to their importance to the company. All personnel, whether salaried or independent, in the same job classification will receive the same bonus.

Mr. Grover can allocate the following amounts to these numbers of positions:

1 position = \$100 2 positions = \$75 2 positions = \$60 3 positions = \$50

3 positions = \$35 3 positions = \$25 2 positions = \$15 1 position = \$10

If you were Mr. Grover, what Christmas bonus amount would you give each of the following insurance personnel according to their importance to the company?

CHRISTMAS BONUS AMOUNT RISK CAREER TITLE OF INSURANCE COMPANY PERSONNEL

- _____ 1. Branch Office Manager
- _____ 2. Home Office Sales Agents
- _____ 3. Independent Insurance Agents
- _____ 4. Insurance Brokers
- _____ 5. Industrial Insurance Coordinator
- _____ 6. Business Consultant for Insurance
- _____ 7. Marine Insurance Specialist
- _____ 8. Home Office Underwriters
- _____ 9. Field Representative
- _____ 10. Salvor Agent
Policy Writers
- _____ 11. Claims Adjusters
- _____ 12. Business Auditor
- _____ 13. Policy Checkers
- _____ 14. Premium Clerks
- _____ 15. Claims Analyst
- _____ 16. Salvor Agent's Trainee

POLICIES FOR PROTECTION

As we have discussed before, insurance provides us with protection against financial losses. Policies are issued for five major kinds of insurance: life, health, social, property, and liability. Not all individuals or businesses need all kinds of insurance or certain kinds all of the time. The amount of insurance needed will vary too.

Life Insurance

Life insurance may be taken out by individuals or businesses. Businesses may hold a policy on a valuable employee or an owner. If the person should die, it would affect the business' operation. In some cases the money from a policy may be used to buy the owner's share of a business from his heirs.

Individuals may purchase life insurance as a member of a group or individually. As a group member, of course, the person may secure coverage for a smaller premium. Some people purchase an endowment policy. This includes a savings plan for the person insured. If he lives for the number of years stated in the policy, he will collect the money. If he should die before the time period is up, his beneficiary will collect the money.

An annuity is a form of life insurance which provides a retirement income for the policy holder. He regularly invests a certain amount of money for a guaranteed income when he retires beginning at a certain age until death.

Health Insurance

Most people cannot afford to assume the risk of health care expenses. They may purchase hospital insurance to take care of room charges, surgical coverage for doctor's fees, and medical insurance for treatment, tests, and drugs. A majority of people will buy all these in one package, such as Blue Cross-Blue Shield.

Basic policies usually only cover expenses up to \$1,000—\$1,500. For large expenses of medical bills \$1,000—\$20,000, many people will purchase a major medical policy to cover hospital, surgical, and medical expense. Some folks want to be covered for loss of income while they are sick and obtain salary protection insurance.

Social Insurance

Some kinds of insurance an employer must carry, no matter what his opinion is regarding the desirability of such insurance. These are required by law and apply to large groups in our society; hence, they are known as social insurance. These forms of insurance protect the worker from various hazards of life common in an industrial society.

At the present time, almost every employer must insure his workers against accidents by paying Workmen's Compensation Insurance. He must contribute to the Social Security fund and he must make payments under the Disability Benefits Law. Perhaps, at some future time, payments for medical insurance will also become an obligation of the employer.

Under the Workmen's Compensation Act, a worker who is injured while at work is entitled to medical expenses, a proportion of his salary for a certain period, and a lump sum for various permanent injuries. The employer of a minimum number of workers is required to have compensation insurance; the employer of fewer than those is required to carry it only if the work is listed as hazardous.

Employers who are not required to carry the insurance may do so voluntarily, and this may often be advisable. Even if you are not required to carry the insurance, you are responsible financially if your employee is injured, and so the insurance will be a protection against financial loss. The insurance rate depends on the nature and hazard of the job and varies from business to business.

The Social Security Act, originally passed in 1935, has been amended many times. At the present the four basic types of benefits are the old age, survivors, disability, and health insurance plans. The federal social insurance is paid by both the employer and employee. The employer must pay a tax for each employee. The employee must pay an equal amount, which is deducted from his wages by the employer. The employer makes the actual payments both for himself and for his workers. Self-employed persons are now required to make payments and they receive social security benefits when they reach the required age (required age is now 62 or 65, depending on circumstances). The only major groups not covered at present by Social Security are federal civil service employees and railroad employees.

Another type of employee benefit the employer is responsible for is unemployment insurance. This part of the benefit program is operated by the individual states. For example, New York State, the amount of payment varies slightly according to the size of the business and the number of employees leaving the business within a given period, but it will be about three percent of the employee's wages up to \$3000.00. The employer pays the entire amount.

The federal insurance benefits are supplemented in most states by state plans. Many states have their own benefits for the unemployed, aged and disabled. For example, many states like Florida, have their own disability benefits acts, with the Workmen's Compensation Board administering the programs.

Property Insurance

Businesses and individuals obtain insurance to cover damage to property and related financial losses. Some businesses buy a standard fire policy but most carry an extended coverage policy to guard against many risks. Many also carry business interruption protection to cover lost income when a business' usual operation is affected because the building, equipment, and/or inventory have been damaged by an insured risk, such as fire.

Individuals may purchase a variety of property insurance policies. The most commonly-carried policies are home, car, and marine. Home insurance policies may be obtained for individually owned house, condominium or cooperatively-owned units, mobile homes, or rental units. Rental policies only cover the renter's personal belongings. The owner must insure the building.

Automobile coverages can be obtained for your car if you are in an accident or if your car is damaged by a hit-and-run driver, an uninsured motorist, or vandalism. Similar coverage can be obtained for other motor vehicles, such as trucks and motorcycles. As the name implies marine coverage may be purchased for water vessels, including sailboats, runabouts, and yachts.

Liability Insurance

All of us, as individuals and businesses, face a risk that we will be responsible for another person's loss through personal injury or property damage. To protect ourselves from legal suits, we can purchase liability insurance.

Businesses usually carry public and product liability insurance. Public liability handles financial losses from claims for persons injured on the property. Product liability protects a businessman from losses caused by claims from persons injured by products he produces or sells.

Professional persons, such as doctors, dentists, pharmacists, lawyers, and educators may shift the risk of claims by buying professional liability insurance. Medical persons usually carry policies for large amounts to protect themselves from large malpractice suits.

The average individual generally purchases personal and property liability insurance protection in conjunction with an automobile or homeowner's policy. These policies will cover harm for injuries caused by the automobile, unintentional acts by the policyholder and his immediate family, and damage to others' property.

As might already be known, one does not need all kinds of types of insurance. To be properly insured, a person or business should be in the hands of a professionally trained insurance agent or broker.

Insurance Terms

ECONOMIC RISK—is a chance of losing the money value of something or someone.

INSURANCE—your protection against losses; a means of sharing risk.

POLICY—contract between you and insurance company explaining what is covered

POLICYHOLDER—one who carries insurance.

PREMIUM—the amount you pay for your insurance.

COVERAGE—item provided for in contract to be protected.

LOSS—amount you claim to have lost or suffered.

CLAIM—legal right to recover against the other party (or insurance company) for losses you suffer.

BENEFICIARY—is the one named in the policy to receive the insurance benefits.

PERSONAL PROPERTY—property not attached to land.

INVENTORY—a list of goods showing their estimated value.

CREDIT INSURANCE—insurance that pays the balance due on a debt if the insured dies or fails to pay.

GROUP INSURANCE—insurance issued to members of a group as a unit.

SALARY PROTECTION—insurance that provides payments to help replace income lost through disability.

ESTATE PLANNING—an overall, long-term consideration of one's financial condition and future.

UNEMPLOYMENT INSURANCE—insurance that provides cash payments for a limited time to people who are out of jobs.

OLD AGE, SURVIVORS, DISABILITY AND HEALTH INSURANCE—is government insurance providing, among other benefits, for payments to retired workers and their families. Many times referred to simply as social security.

WORKMEN'S COMPENSATION—insurance that protects workers from economic loss when injured while on the job.

SOCIAL INSURANCE—insurance such as social security, workmen's compensation, and unemployment insurance.

SOCIAL SECURITY TAXES—contributions that by law are required from employers and workers to finance the social security program (F.I.C.A.).

LIFE INSURANCE—insurance on a person's life for death, retirement, and savings.

ENDOWMENT LIFE INSURANCE—type of insurance that provides a fund of money for the insured himself at the end of a definite period.

INSURABLE INTEREST—a financial interest or other benefit derived from the continued life of a person.

PROPERTY INSURANCE—protects your property against physical losses.

HOMEOWNERS POLICY—a packaged policy covering a wide range of risk for owners of homes.

STANDARD FIRE POLICY—a basic type of property insurance that protects against damage to a home caused by fire and lightning.

EXTENDED COVERAGE—an addition to the standard fire policy which insures against losses resulting from such perils as windstorms, hail, explosions, and riot and from damage caused by vehicles or falling aircraft.

DEDUCTIBLE CLAUSE—a part of a policy that says you agree to pay the first \$50.00—\$100.00 of the damages or loss.

PUBLIC LIABILITY INSURANCE—protection for claims by persons injured on a business' property.

PRODUCT LIABILITY INSURANCE—coverage against claims for injuries caused by a product produced or sold by a business.

PROFESSIONAL LIABILITY INSURANCE—protection for suits made by a client concerning services rendered.

MATCHING

Match the type of insurance in Column II with the situation it covers in Column I.

Column I

1. You have a tornado and some of your inventory is destroyed.
2. A customer of yours is injured by a falling display fixture.
3. A group of customers do not pay their charge accounts.
4. You have to close your service station because of a fire.
5. A customer's child is sick from a sandwich you sold her.
6. You accidentally injure someone when you hit a golf ball on the golf course.
7. Your new car is damaged by a hit and run driver.
8. You lose two month's pay while you are sick.
9. After you turn 65, you retire from working in a warehouse.
10. Your medical bills total \$5,000 from your illness.

Column II

- a. personal liability
- b. professional liability
- c. public liability
- d. product liability
- e. business interruption
- f. extended coverage
- g. salary protection
- h. major medical
- i. social security
- j. automobile insurance

Fill in the Blank

1. _____ insurance coverage helps protect the store owner or manager from a law suit by an insured customer.
2. A _____ is paid when the insurance is purchased and on a periodic basis.
3. When the insured person suffers a loss, he will file a _____ with the insurance company.
4. The insurance _____ tells the description of the terms of the insurance coverage and the length of the coverage.
5. The purpose of insurance is to protect the policy owner from _____.
6. The _____ is the representative of the insurance company who handles losses and claims.

7. The _____ is a person who works for the insurance company who determines the insurance rates.
8. _____ insurance would protect a motel from loss if a guest should fall and break his leg in the lobby.
9. _____ insurance would protect a cafe' from loss if an employee cut himself while working in the kitchen.
10. _____ insurance would protect a hotel from loss if a burglar broke into the wall safe and stole \$500 in cash.

INSURANCE CASE STUDY

John Jones is a motel owner. Mr. Jones' motel is located in a sea shore resort community that has a very busy summer business. Located near the community is the local high school. Each summer the high school students flock to the public beach that is located next to Mr. Jones' motel.

In the past, Mr. Jones' guests have stayed at his motel because of its quiet atmosphere. This summer the students have made a great deal of noise, more so than in the past. Mr. Jones' motel guests have been complaining about the noise and disturbance. Also a group of vandals broke all the picnic furniture that belongs to the motel.

Questions for discussion:

1. What coverage does Mr. Jones have to protect his guests from disturbances?
2. What other damages will Mr. Jones' insurance pay for if any?
3. What other situations may be covered by Mr. Jones' insurance?

THE PROTECTORS

LIFE	HEALTH	SOCIAL	PROPERTY	LIABILITY
L	H	S	P	L 2
ANNUITY	HOSPITAL	SOCIAL SECURITY	AUTOMOBILE	PUBLIC
INDIVIDUAL	SURGICAL	FREE	MARINE	PRODUCT
BUSINESS	MEDICAL	UNEMPLOYMENT INSURANCE	EXTENDED COVERAGE	PROPERTY
GROUP	MAJOR MEDICAL	FREE	BUSINESS INTERRUPTION	PERSONAL
ENDOWMENT	SALARY PROTECTION	WORKMEN'S COMPENSATION	PRIVATE HOME	PROFESSIONAL

INSURANCE INDICATIONS

Indicate along the line with an "X" how you feel about each of the statements below. Explain your reasoning below each statement.



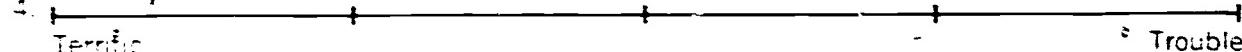
Automobile insurance should be required in all states for everyone.



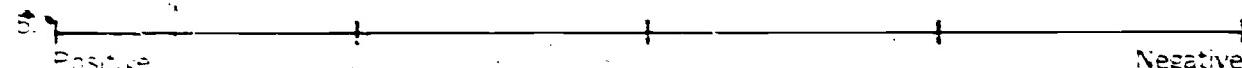
It is more important to have life insurance for a father than a mother.



Everyone should have major medical insurance for large health expense bills.



All employers should have to contribute to the workmen's compensation fund.



Personal liability coverage is a waste of money for most people.

Choose an insurance career title that you believe would best match the personality descriptions:

WORKING AS	IS A GOOD JOB FOR A PERSON WHO:	BUT NOT FOR ONE WHO:
	CAN COORDINATE ACTIVITIES BETWEEN TWO GROUPS: HE MUST BE PATIENT WITH PEOPLE, SINCE HE WILL INTERVIEW PEOPLE WITH COMPLAINTS AND REPRESENTATIVES OF COMPANIES TO DETERMINE WHAT TO DO WITH COMPLAINTS.	WHO CANNOT WORK WITHOUT SUPERVISION: IS UNORGANIZED: WHO ENJOYS SITTING AT HIS DESK ALL DAY.
	WHO CAN RELATE DETAILS: A PERSON WHO CAN PERSUADE OTHER PEOPLE.	WHO DOES NOT LIKE PEOPLE: WHO CANNOT WORK ALONE.
	LIKES TO BE HIS OWN BOSS: ENJOYS MEETING NEW PEOPLE: CAN GET STARTED BY HIMSELF: IS WILLING TO WORK LONG HOURS.	WANTS TO KNOW JUST WHAT HIS SALARY WILL BE: LIKES TO WORK IN AN OFFICE: NEEDS THE SECURITY OF A DEFINITE SALARY.
	HAS SPECIAL SKILL AND ABILITY IN MATHEMATICS: IS WILLING TO WORK INSIDE AN OFFICE.	LACKS SELF-CONFIDENCE: CANNOT EXPRESS HIMSELF WELL: HAS A SHORT TERM OUTLOOK.
	LIKES DETAIL: HAS PATIENCE: CAN RELATE DIFFERENT PIECES OF KNOWLEDGE.	HATES TO BE TIED TO A DESK: WOULD RATHER WORK WITH PEOPLE THAN WITH FACTS.

INSURANCE INVESTIGATIONS

Match the following terms and descriptions:

- | | |
|---|---|
| A. Premium
B. Endowment Life Insurance
C. Personal Liability
D. Workmen's Compensation
E. Beneficiary
F. Insurance | G. Social Security
H. Deductible Clause
I. Policy
J. Insured
K. Property Damage Liability
L. Salary Protection |
|---|---|

1. The amount paid for insurance.
2. A common means of sharing risk.
3. A contract between one who buys insurance and the insurance company.
4. Protection from claims resulting from injuries or death to others.
5. Means you agree to pay the first \$50.00-\$100.00 of damages.
6. Economic protection for you when your car damages the property of others.
7. Person(s) covered by an insurance policy.
8. Type of insurance that provides insurance and a fund of money for the insured himself at the end of a defined period.
9. Insurance that protects workers from economic loss when injured on the job.
10. Government insurance providing, among other benefits, for payments to retired workers and their families.
11. The one named in the policy to receive the insurance benefits.
12. Covers loss of income for periods of illness or injury when insured cannot work.

Find the job that fits this description:

1. This person notifies customers of delinquent accounts and attempts to secure payment, using postal service or telephone.
2. Sells insurance to new and present clients.

5. He decides how to invest the company's premium money so there will be funds available to pay beneficiaries when policies come due.

- A. Insurance Actuary D. Claims Adjuster
B. Collection Clerk E. Insurance Agent and Salesman
C. Investment Analysts F. Underwriter

Name the insurance coverage needed in these situations:

1. Fire destroys building. _____
2. Guest dies on visit to motel. _____
3. A guest tears suit on your faulty door catch. _____
4. Burglar steals all your silver. _____
5. Wind blows out your sliding glass door windows. _____
6. Guest in motel commits suicide while diving into drained pool. _____
7. Waiter drops six plates of hot food on seated restaurant guest. _____
8. Jelly-fish stings guest on motel beach. _____
9. Roof collapses on your house. _____
10. Employee cuts himself in kitchen. _____

Identify the job title that you think would best suit the personality described below:

Insurance Agent	Collection Clerk
Claims Adjuster	Policy Checker
Underwriter	Insurance Actuary
Insurance Examiner	Insurance Checker
Field Representative	Insurance Broker

1. I want to be my own boss. I don't mind working odd hours because I have no trouble getting started. I realize my salary may not be the same every month, but my salary will increase as I get more customers. Who am I? _____
2. I am an analyst, a forecaster and a planner. I have a college education with a strong background in math. I really like working alone and do enjoy making decisions. Who am I? _____
3. I am a person who is very patient. I listen to complaints from customers and interview representatives of companies to determine what to do with these complaints. Who am I? _____
4. I like my job. It is full of action — I hurry to the scene of accidents, fires and other disasters involving policy holders. I must be tactful and patient and show good judgment in dealing with many kinds of people in different situations. Who am I? _____
5. I am a real student. I am a college graduate with a strong background in marketing. I am a person who likes to study business trends, construction cost, transportation systems and other factors. _____

Insurance Case Studies

Mr. Jones is a distributor of plastic goods. His warehouse is located in a local industrial park. He carries an extended coverage insurance policy. He has seventeen employees. They have a group medical and accident insurance plan. Mr. Jones pays one-half and each member pays one-half of the premium. Mr. Jones also makes a salary protection policy available to his employees.

1. One of Mr. Jones' employees was burned with hot plastic trying to put out a small fire. What type or types of insurance might be used in this situation?

2. Lightning hit Mr. Jones' building. What insurance would pay the damages?

3. Jim Johnson, an employee of Mr. Jones, went on vacation last week. On his way home he had an automobile accident. Which insurance will cover his hospital and doctor bills? Is there any other insurance he might use during the time he is off work?

4. Make a list on insurance services that Mr. Jones may need in operating this business.

Bruce Duston is a local property owner in this city. Mr. Duston has a three bedroom home with large pool fenced in his back yard. Mr. Duston has two small children. He works for a large insurance firm in town and makes \$50,000 a year. His wife does not work and has no training to be able to work. Mr. Duston owns two cars; one which he uses for business and the other one is a family car.

QUESTION: Suggest five types of insurance that will be the most important for Mr. Duston to have. Explain why you think so.

TRANSPORTATION TRAITS

39

ENTHUSIASMIC	LOYAL	QUIET	TRUSTWORTHY	WATCHFUL
DEPENDABLE	HONEST	POPULAR	SWEET	WITTY
CALM	HEALTHY	OBEDIENT	SECURE	UNSELFISH
BRIGHT	HAPPY	NEAT	SMART	THOUGHTFUL
ATTRACTIVE	FRIENDLY	MODEST	RESPECTFUL	TACTFUL

TRANSPORTATION PROBE

Listed below, you will find forty careers in transportation. Each has been placed under the method of transportation in which it can be found. Thirty-six of these are hidden in the transportation puzzle on the next page. When you find them, circle the complete career title. Clue: there are 16 careers across, 14 careers down, and 6 careers diagonally.

Transportation Careers and Methods

<i>Airlines</i>	<i>Highways</i>	<i>Railroads</i>
Airline Stewardess	Routeman	Conductor
Flight Control Specialist	Dispatch Clerk	Stationmaster
Crew Scheduler	Rate Clerk	Porter
Ramp Attendant	Bus Tracer	Callboy
Cargo Agent	Claims Advisor	Scaler
Reservationist	Driver	Motorman
Ticket Agent	Limousine Router	Brakeman
Schedules Analyst	Operations Director	Yardmaster
<i>Waterways</i>	<i>Pipeline</i>	
Traffic Checker	Water Dispatcher	
Longshoreman	Dealer Recruiter	
Dock Boss	Watermaster	
Importing Clerk	Meter Reader	
Purser	Gager	
Steward	Field Supervisor	
Freight Handler	Services Assistant	
Export Manager	Pumping Station Operator	

TRANSPORTATION PROBE

40

D E A L E R R E C T E C L E R K F A R U I T E R K R A
I P W Q H C V B O S D A F G L K T I E T Y U I O P W O
S T E W A R D O N U E F G H I L R R W Q E F G H P V P
P T Y Z X C V B D I T I H G M E A L N M B H J K U L U
A S A S F F E B U R E E G C O V F I S T R A C E R O M
T Q R T L W E R C A S L M D S F F N T Y G U I O S P P
C H D J I E W A T S E D R A I G I E E R M A S T E R I
H E M Q G O W E O O N S M N N N C S T D S A G R R I N
C W A Q H C N X R I J U F D E D C T Z C V S G E N M G
L S S E T R T M W K L P I O R D H E E R T C G H R J S
E A T S C R T M A K H E O I O P E W A N E A E R J K T
R W E A O K L J K J K R L R U K C A S S D L F A G H A
K W R E N N T W E D J V K L T M K R R T S E E M A S T
E R M E T E R R E A S I F J E E E D A D E R H P W E I
W Q X C R E R T R N I S T X R Z R E E S E R V A T I O
C A R G O A G E N N D O C K B O S S T W A R T T W E N
A E W Q L E R T Y F G R H K L H J S U I O P A T S D O
L O N G S H O R E W Q S I D J K L M M A N P E E S E P
L W E Y P U E X P R Q W E V R T Y U O R T M A N A G E
B O P A E S D F G V B B N M E Q E M H J K L Z D X C R
O W E R C T Y P O L K R J H F R D O I U R T E A W Q A
Y C L A I M S A D J K R A G H K C T V I S O R N A S T
R W E C A N M C X E R T U K I P I O V G H R T T A S O
W Q E C L I M P O K X Y Z A E B C R R T I N G C L E R
F F R F I G H T H D F F G H I M I M A N D I F R A B C

TRANSPORTATION PROBE—KEY

D	E	A	L	E	R	R	E	C	R	U	I	T	E	R	K	R	A										
I	P	W	Q	H	C	V	B	O	E	T	Y	U	I	O	P	W	S	D	A	F	G	L	K	T	I		
S	T	E	W	A	R	D	O	N	W	Q	E	F	G	H	P	V	P	U	E	F	G	H	I	L	R	R	
P	T	Y	Z	X	C	V	B	D	N	M	B	H	J	K	U	L	U	I	T	I	H	G	M	E	A	L	
A	S	A	S	F	F	E	B	U	S	T	R	A	C	E	R	O	M	R	E	E	G	C	O	V	F	I	
T	Q	R	T	L	W	E	R	C	T	Y	G	U	I	O	S	P	P	A	S	L	M	D	S	F	F	N	
C	H	D	J	I	E	W	A	T	E	R	M	A	S	T	E	R	I	S	E	D	R	A	I	G	I	E	
H	E	M	Q	G	G	O	W	E	O	T	D	S	A	G	R	R	I	N	O	N	S	M	N	N	N	C	S
C	W	A	Q	H	C	N	X	R	Z	C	V	S	G	E	N	M	G	I	J	U	F	D	E	D	C	T	
L	S	S	E	T	R	T	M	W	E	R	T	C	G	H	R	J	S	K	L	P	I	O	R	D	H	E	
E	A	T	S	C	R	T	M	A	A	N	E	A	E	R	J	K	T	K	H	E	O	I	O	P	E	W	
R	W	E	A	O	K	L	J	K	S	S	D	L	F	A	G	H	A	J	K	R	L	R	U	K	C	A	
K	W	R	E	N	N	T	W	E	R	T	S	E	E	M	A	S	T	D	J	V	K	L	T	M	K	R	
E	R	M	E	T	E	R	R	E	A	D	E	R	H	P	W	E	I	A	S	I	F	J	E	E	E	D	
W	Q	X	C	R	E	R	T	R	E	S	E	R	V	A	T	N	I	S	T	X	R	Z	R	E			
C	A	R	G	O	A	G	E	N	T	W	A	R	T	T	W	E	N	N	D	O	C	K	B	O	S	S	
A	E	W	Q	L	E	R	I	Y	U	I	O	P	A	T	S	D	O	:G	R	H	K	L	H	J	S		
L	O	N	G	S	H	O	R	E	M	A	N	P	E	E	S	E	P	W	Q	S	I	D	J	K	L	M	
L	W	E	Y	P	U	E	X	P	O	R	T	M	A	N	G	E	R	Q	W	E	V	R	T	Y	U		
B	O	P	A	E	S	D	F	G	H	J	K	L	Z	D	X	C	R	V	B	B	N	M	E	Q	E	M	
O	W	E	R	C	T	Y	P	O	I	U	R	T	E	A	W	Q	A	L	K	R	J	H	F	R	D	O	
Y	C	L	A	I	M	S	A	D	V	I	S	O	R	N	A	S	T	J	K	R	A	G	H	K	C	T	
R	W	E	C	A	N	M	C	X	V	G	H	R	T	T	A	S	O	E	R	T	U	K	I	P	I	O	
W	Q	E	C	L	I	M	P	O	T	I	N	G	C	L	E	R	K	X	Y	Z	A	E	B	C	R		
E	F	R	E	I	G	H	T	H	A	N	D	L	E	R	A	B	C	D	E	F	G	H	I	M	J	M	

TRANSPORTATION THROUGH THE CHANNELS*

Select any one of the following products and prepare a chart showing the kinds of transportation that would be used to get the product from a producer to a wholesaler, a wholesaler to a retailer, and a retailer to the consumer.

Records or Tapes	Frozen Orange Juice
National Magazines	Cosmetics/Beauty Aids
Automobiles or Trucks	Gasoline, Fuel Oil
Fuller Brush Items	Oriental Novelties
Brazil Coffee	Air Mail Letter
Clothing Accessories	Sports Equipment

PLAN AND SKETCH YOUR CHART IN THE SPACE BELOW:

(Kind of Product)

*The five methods of transportation are: airlines, highways, pipelines, railroads, and water-

TRANSPORTATION TWIRL

PARTICIPANTS

1 Moderator/Judge

2 Teams

1 Scorekeeper/Timer

DIRECTIONS:

The purpose of this game activity is to familiarize students with transportation careers and their functions. Develop a roulette wheel with transportation methods similar to the one illustrated on the back of this paper on a sheet of poster-board. It should have 6 spokes, 5 transportation methods, and 1 bonus area. Have each student submit 5-8 questions on an assigned method, such as air, highway, pipeline, etc. These should be assigned so that you will have at least 10 questions for each of the methods. Samples of these have been shown below using a true-false format. If time allows, have students prepare the questions on cards after you have edited them.

Select a student to serve as the moderator/judge and one student to act as the scorekeeper/timer. Divide the rest of the class into two teams and have each of the teams choose a captain. Each team captain will arrange his group in the order in which they will take their turns at the wheel. The moderator will flip a coin to determine which team will begin the game.

The first player of the team winning the toss starts the game by spinning the arrow. If the arrow stops on a transportation method, the moderator will read a question pertaining to a career related to that transportation method. If he answers correctly, his team receives one point. If he does not answer correctly, the first player on the opposite team may answer the question. If the opposing team player is correct, he scores a point for his team and also takes his turn. If the opponents player is not correct, his team does not earn a point but he still takes his turn. Anytime a player cannot answer a question, the opposing team's next player may answer the question for a point, as well as take his scheduled turn.

Each team player has 10 seconds to give an answer. Only one answer will be accepted. The player receiving the question may not consult with other members of his team. If a player spins the arrow and it rests on the "Bonus" area, his team earns 5 extra points, as well as a chance to spin the arrow again. The game may be played for a class period, for a set time limit, such as 15 minutes, or for a total number of points, 15 points for example.

SAMPLE QUESTIONS

AIRLINE

The Airline Stewardess demonstrates safety equipment and explains emergency procedures.

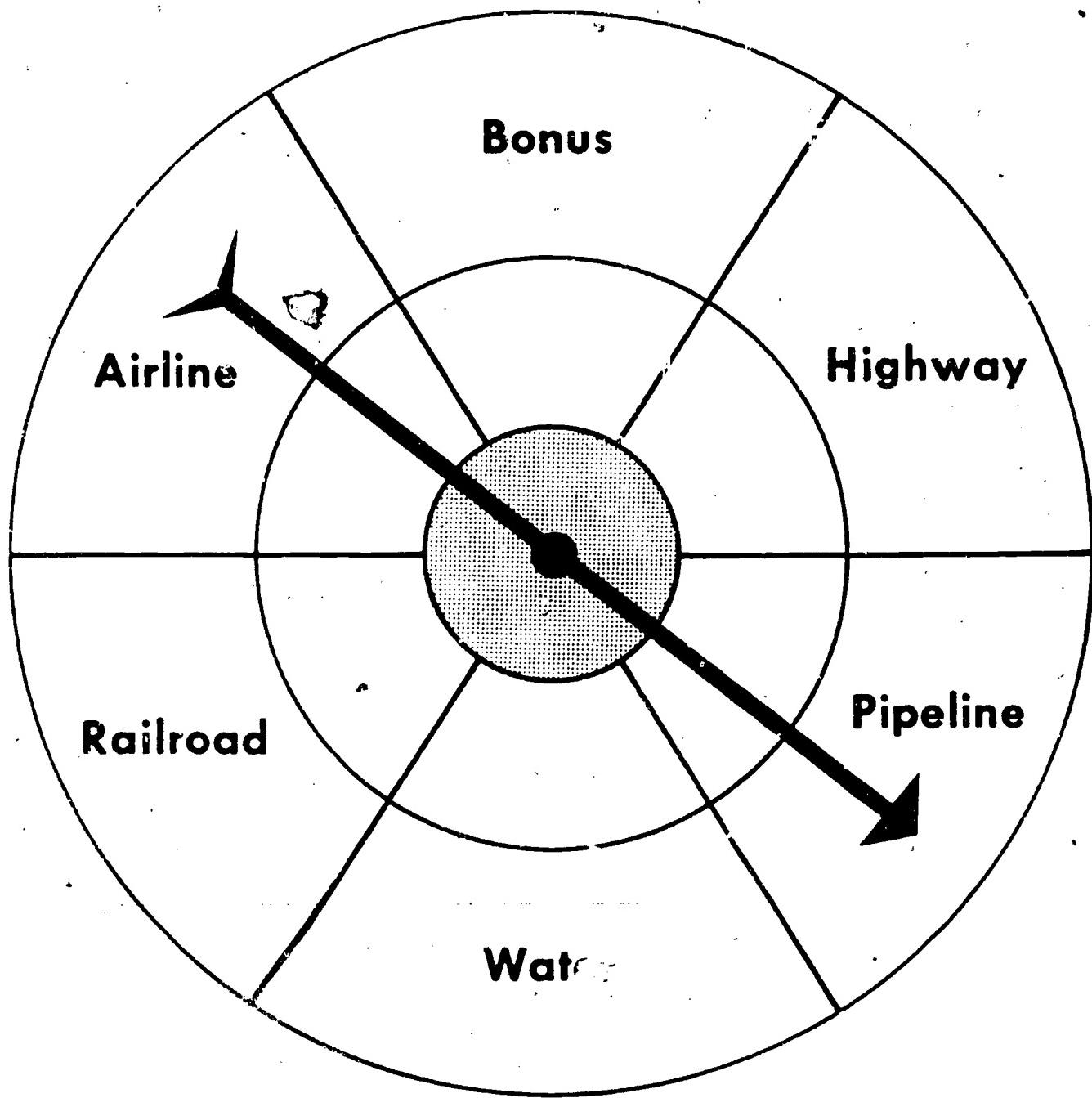
Answer: TRUE

HIGHWAY

Motor dispatchers distribute route assignments to truck drivers.

Answer: TRUE

TRANSPORTATION TWIRL



TRANSPORTATION: GETTING THEM THERE

Have you ever thought about the importance that transportation plays in our lives. The food we buy, the clothes we wear, the cars we drive in, and the water we drink are all transported to us by one method or another. Five methods are used to transport goods and people — aircraft, highways, pipelines, railways, and waterways. These transportation industries offer a wide selection of career opportunities.

Aircraft

Careers in aircraft are very popular today. The *airline stewardess*, sometimes called a *flight attendant*, is responsible for greeting the passengers as they board the plane and making them comfortable during the flight. She must also inform them of safety measures, procedures, and equipment. The *ramp attendant* welcomes the passengers at the gate, checks their tickets, assigns them seats, and provides them with travel information before they board the plane. The *ticket agent* plans flight routes, computes the ticket costs, makes reservations, issues tickets, and checks baggage. Sometimes, he specializes in doing part of the activities. A *reservationist* is a specialist in making flight arrangements in advance. Usually, he or she handles requests by telephone.

Technical details of scheduling planes arriving and departing are supervised by the *flight control specialist*, also called the *air traffic controller*. He is assisted by the *flight dispatcher*, who talks to the *airline pilots* landing or taking off in the planes. The *crew scheduler* is responsible for assigning pilots, navigators, and stewardesses their flight times. Many other people are employed including the *skycap* who brings luggage to and from buses or cars. The *cargo agent* handles freight that is being shipped by air, and the *airport superintendent* or *airport manager* directs and controls all the activities and personnel.

Highways

Highways include commercial buses, long-distance trucks, and local delivery trucks. Many people earn their living working for a moving van company. The *moving van driver* is responsible for checking merchandise loaded on the truck and having customers sign the necessary receiving forms, as well as for driving the truck. He is assisted by a *moving van helper* during the trip, and a *moving van loader* and *packer* put the merchandise in the truck.

Many trucking firms haul all kinds of goods cross country as well as short distances. They carry foods, fuel, cars, and materials. The *truck driver* has a big responsibility and generally receives a very good salary for long-distance driving. A *freight handler* and *packer* load his truck.

Most of us have ridden on a bus at one time or another. Aside from the *bus driver* who takes us where we want to go, there is a *baggage man* who checks on baggage to and from our destination. The *terminal agent* sells us our ticket and gives us information, and the *terminal manager* supervises all the activities. If our bus is late, the *bus tracer* checks to find out the bus' location and expected time of arrival.

When things are delivered locally by either a transportation company or a company with a transportation department in it, the schedules and routes are the responsibility of the *traffic manager* or supervisor. The man who actually takes the goods to their destination is known as the *deliveryman* or *routeman*.

Pipelines

Most of us don't usually think of pipelines as a form of transportation. If you want a drink of water, though, you probably turn on a faucet to get some. A worker who comes to check the amount of water your family has used for the past month is called a *meter reader*. Water that is distributed in a government-controlled irrigation district is under the direction of a *water master*. He supervises the equal allotment to all people and handles any complaints. In the oil industry, the men who fill and transfer oil are called *pumping station operators*. New distributors and station operators are solicited by the dealer *recruiter*.

Railroads

Railroads have helped play a major role in the development of this country as the leading industrial nation in the world. They have been used to transport all kinds of products including cattle, grain, coal, and cars. The people who are responsible for the loading of cars are called *yardmen* and they are supervised by a *yardmaster*. The *stationmaster* directs and controls all activities and personnel in the train station, while the *conductor* is in charge of everything on the train. The conductor collects tickets from passengers and assists them in any way he can. The *porter* carries luggage for passengers and provides any special services needed, such as pillows. The *brakeman* and *motorman* assist him in running operations within the train in conjunction with the *engineer*. The *station agent* sells customers tickets, makes reservations, and plans routes. The *callboy* notifies employees of their work times and approaching trains.

Waterways

Our waterways are used to move goods long-distances fairly inexpensively. *Dock hands* are in charge of loading and unloading merchandise from ships, tugboats, tankers, barges, etc. These men are supervised by the *dock boss*. The *importing clerk* is responsible for checking arriving merchandise to make sure it is the proper kind, style, amount, etc. The *export manager* controls all the personnel and activities involved in the shipment of goods out of the country.

The *steward* on a ship or leisure liner assists passengers with their luggage, as well as provides many special services. The ship, of course, has *waiters* to serve the meals. A special job opportunity available on a cruise ship is that of a *tour guide*. The tour guide escorts passengers on special trips when they land in port. The *recreation or social director* is in charge of coordinating all on board and planned on shore activities for the passengers. The financial matters on the ship are handled by the ship's *purser*.

AIRPLANE STEWARDESS

1. Renders variety of personal services conducive to safety and comfort of airline passengers during flight.
2. Greets passengers, verifies tickets, records destinations, and assigns seats.
3. Explains use of safety equipment, such as seat belts, oxygen masks, and life jackets.
4. Serves previously prepared meals and beverages.
5. Observes passengers to detect signs of discomfort, and issues palliatives to relieve them of ailments, such as airsickness and insomnia.
6. Answers questions regarding performance of aircraft, stopovers, and flight schedules.
7. Performs other personal services, such as distributing reading material and pointing out places of interest.
8. Prepares reports showing place of departure and destination, passenger ticket numbers, meal and beverage inventories, palliatives issued, and lost and found articles.
9. May collect money for beverages.



BILL OF LADING CLERK

1. Prepares invoices and bills of lading.
2. Computes amount due from records.
3. Types invoices and bills of lading.
4. May type credit memorandums.

BAGGAGE-AND-MAIL AGENT

1. Supervises and coordinates activities of workers engaged in loading and unloading mail and baggage.
2. Coordinates work schedules in accordance with train schedules to insure the transfer of mail and baggage is completed in allotted time.
3. Assigns duties to workers.
4. Observes workers serving passengers to insure that they are courteous and helpful.
5. Supervises workers sorting, loading and unloading sacks of mail.
6. Notifies station agent when transfer of mail and baggage has been completed in compliance with rules and regulations.

BAGGAGEMAN

1. Loads and stores baggage on passenger train or boat.
2. Inspects tags on baggage to insure that baggage is routed to designated train or ship.
3. Loads baggage in car according to designation recorded on tags, placing baggage to be unloaded last in rear of car.
4. Unloads baggage from train or ship onto trailers at destination.

BAGGAGEMASTER

1. Receives and directs stowage of passenger baggage aboard ships and directs removal at destination.
2. Receives baggage and prepares identification tags for forwarding purposes.
3. Forwards baggage.
4. Keeps records of baggage pertaining to location on ship and destination.
5. Directs removal of baggage and answers inquiries concerning baggage.

BUS TRANSPORTATION MANAGER

1. Directs motor transportation company to insure economy, safety, effective communications, and efficient utilization of equipment to provide satisfactory passenger service.
2. Recommends revisions in and coordinates schedules, routes, and equipment and driver allocations to improve service and increase revenue.
3. Directs and coordinates dispatching functions and communication system.
4. Handles operators' grievances, administers contract provisions, and recommends contract revisions.
5. Inspects vehicles and physical facilities of terminal to insure compliance with prescribed standards for safety, cleanliness, and appearance.

CONDUCTOR

1. Performs a variety of duties on streetcars, subways, and trains.
2. Collects fares or tickets.
3. Issues transfers.
4. Opens and closes doors.

5. Signals operators to stop or proceed.
6. Announces stops.
7. Answers questions of passengers.
8. Preserves order among passengers.

CRAFT-AND-MOVING ESTIMATOR

1. Solicits freight or storage business by visiting homes or business establishments to estimate cost of parking, crafting, moving, shipping, and delivering household goods, machinery, or other material.
2. May estimate cubic feet of storage or shipping space required, using comparison chart.

DISTRICT SALES REPRESENTATIVE

1. Selects passenger bus depot sites along routes and sets up agreement between company and agent.
2. Inspects depots to insure maintenance of company standards for food and passenger comfort facilities.
3. Collects and audits ticket records and computes agent's commission.
4. Advises agent of bus schedule changes.
5. Investigates accidents and arranges settlements.

PORTER

1. Carries baggage for passengers of airlines, railroad, or motorbus.
2. Carries baggage for passengers to baggage room, on to train, bus, taxicab or to private automobile.
3. Calls taxi.
4. Directs persons and provides information.
5. Assists handicapped.

*Redcap performs the same duties of a porter but you find Redcaps working in train stations.

*Skycap performs the same duties of a porter but you find Skycaps working in airports.

RATE CLERK

1. Calculates fares for taxi or nonscheduled or chartered bus trips from rate tables at request of customers.

2. Interviews customer or reviews written requests to obtain data on proposed trips.
3. Studies maps to select or lay out and measure travel route.

RAILWAY-EXPRESS AGENT

1. Supervises and coordinates activities of personnel in railway express office.
2. Dispatches trucks to pick up and deliver merchandise.
3. Prepares payroll.
4. Investigates and processes claims made by shippers.
5. Prepares statistical reports indicating cost per shipment, revenue received, and comparison with previous year's business.

RESERVATIONIST

1. Obtains travel and hotel accommodations for guests and employees of industrial concern, issues tickets, types itineraries, and compiles reports of transactions.
2. Ascertains rates and obtains confirmation of travel and lodging space.
3. Issues and validates airline tickets from stock or teleticker and obtains rail and bus tickets when not kept in stock.
4. Prepares for passenger travel booklet containing tickets, copy of itinerary, written lodging confirmations, pertinent credit cards, and travel suggestions.

SCHEDULEMAKER

1. Prepares schedules for local or long distance transportation systems such as bus or streetcar lines.
2. Studies changing traffic situations and schedules of competing lines.
3. Determines number of vehicles and trips to be run.
4. Assigns vehicle operators to runs.
5. Prepares schedules with attention to times of arrival and departure of vehicles or cars at crosslines or junction points where transfer passengers can be picked up.

SHIPPING CLERK

1. Supervises activities of workers engaged in packing and shipping merchandise.
2. Determines methods of wrapping.

3. Assigns duties to workers who select, pack, and wrap items.
4. Determines space requirements and position of load in box cars.
5. Verifies accuracy, completeness and quality of shipments.

STATION MANAGER

1. Directs and coordinates activities of workers at airline transport station or terminal point located at airport.
2. Directs routine preparation for flights such as preparation of freight manifests and passenger lists, and issuing of flight authorizations.
3. Supervises transportation agents in transfer of passengers on travel-through passage from other stations within airport to one operated under his supervision.
4. Executes written and oral suggestions of division superintendent and station superintendent.

STATION MASTER

1. Supervises and coordinates activities of railroad station employees and authorized departure of trains.
2. Notifies employees of changes in arrival and departure times of trains, boarding track numbers, and other information affecting passengers for announcement over loudspeaker and for posting on callboard.
3. Ascertains that shift workers and train crews report as scheduled, and obtains replacements if necessary.
4. Supervises activities of passenger service personnel to insure efficient, courteous service.
5. Authorizes departure of passenger trains after transfer of mail and baggage is completed, delaying departure for arrival of connecting train or on notification of train crew or yard master.

STEWARD

1. Attends to comfort of passengers.
2. Carries passengers baggage to rooms.
3. Serves cold drinks and snacks.

TERMINAL MANAGER

1. Supervises and directs activities of trucking concerns and terminal stations.
2. Hires terminal personnel.

3. Insures that loading, unloading, storage, and garage services are available for handling freight originating in or consigned to terminals.

TICKET AGENT

1. Sells tickets for transportation agencies, such as airlines, bus companies other than city buses, railroads other than street railways, and steamship lines.
2. Plans route and computes ticket cost, using schedules and rate books.
3. Insures that cabins, seats, or space is available.
4. Answers inquiries regarding airplane, train, bus, or boat schedules and accommodations.
5. May check baggage and direct passenger to designated concourse, pier, or track for loading.

TICKET SELLER

1. Sells tickets for travel on ferryboats, street railroads, and buses and for admission to places of entertainment.
2. Depresses key on ticket-dispensing machine that automatically ejects number of tickets requested by patron or tears ticket from roll and hands patron.
3. Accepts money and makes change.

TRAFFIC AGENT

1. Contacts industrial and commercial firms to solicit freight business and contacts travel agencies, schools, clubs and other organizations to solicit passenger patronage.
2. Calls on prospective shippers to explain advantages of using company facilities.
3. Quotes tariffs, rates, and train schedules.
4. Explains available routes, load limits, and special equipment available, and other suggestions and method of loading, crating, and handling freight.
5. Calls on travel agents, schools, clubs and other organizations to explain available accommodations offered by company.

TRAFFIC INSPECTOR

1. Coordinates scheduled service and investigates service disruptions within assigned territory of transportation system.
2. Observes vehicles along route to insure that service is provided according to schedule.
3. Investigates delays in maintaining schedules, accidents, and complaints, and files written reports.

4. Informs traffic dispatcher of disruption in service, using radiotelephone.
5. Determines need for changes in service, such as additional coaches, changes in route, and revised schedules to increase operating efficiency and improve service.

TRAFFIC MANAGER

1. Supervises personnel and directs activities involved in routing, shipping, classification, billing, and recording of merchandise sent out of motor-transportation warehouse.
2. Directs handling of incoming-outgoing shipments and routing of merchandise by truck or mail.
3. Investigates and makes claims to common carriers for lost or damaged merchandise or shortages, corresponds with customers regarding settlement.
4. Supervises keeping of records and moving of shipments according to established warehouse procedures and interstate traffic laws, utilizing knowledge of traffic regulations to solve problems such as whether to charge local rates or special rates for specific shipments.

TRAFFIC-RATE CLERK

1. Determines, and distributes to appropriate airlines, revenue resulting from passengers traveling on two or more airlines on a through passage.
2. Computes and records distribution of revenue to each airline according to mileage, class of passage, and type of ticket discount, using tariff schedules.
3. May validate costs arising from liability claims.

TRANSPORTATION AGENT

1. Prepares airway bill of lading on freight from consignors and routes freight on first available flight.
2. Telephones consignees to report arrival of air freight.
3. Obtains flight number, airplane number, and names of crew members from teletyped message of Dispatcher, and records data on airplane's flight papers.
4. Records baggage, mail, and freight weights and number of passengers on airplane's papers and teletypes data to flight's destination.

TRANSPORTATION DIRECTOR

1. Submits recommendations for development of, and compliance with transportation policies, procedures and programs.
2. Plans, directs and implements vehicle scheduling, allocation, dispatching, licensing, and communication functions in accordance with established policies and objectives to effect economical parking of vehicle facilities.

3. Directs compilation and issuance of timetables.
4. Conducts continuous analyses of vehicle and driver assignments and analyzes scheduling for possible consolidation.
5. Reviews and revises driver schedules to insure increased efficiency and to lower costs.

TRANSPORTATION SUPERINTENDENT

1. Directs operation of automotive equipment department of an establishment.
2. Negotiates with suppliers to purchase automotive equipment such as commercial and passenger vehicles, tractors, trailers, and related materials and supplies for transportation of company's men and materials.
3. Procures state required certificates of title and arranges for registrations and state inspections.
4. Inspects automotive equipment, scheduling needed repair or service work.
5. Supervises operation and maintenance of equipment, storage facilities and repair facilities.

TRAVEL AGENT

1. Plans itinerary and schedules travel accommodations.
2. Verifies travel orders to insure authorization.
3. Studies routes and regulations.
4. Notifies people of travel dates.
5. Aids people to complete travel forms.

TRAVEL COUNSELOR

1. Plans trips for members of automobile clubs.
2. Marks suitable roads and possible detours on road map, showing route from point of origin to destination and return.
3. Indicates points of interest, restaurants, hotels or other housing accommodations, and emergency repair services available during trip.
4. Reserves hotel, motel, or resort accommodation by telephone, telegraph or letter.

TRAVEL GUIDE

1. Arranges transportation and other accommodations for groups of tourists following planned itinerary.

2. Escorts groups during entire trip within single area or at specified stopping points of tour.
3. Makes reservations on ships, trains, and other modes of transportation.
4. Arranges for other accommodations, such as baggage handling, dining and lodging facilities, and recreational activities.
5. Accompanies tour group and describes points of interest.
6. May assist tourists to plan itinerary, obtain travel certificates, and convert currency into travelers checks or foreign monies.

TRUCK DRIVER

1. Is responsible for load until it is received by shipping clerk.
2. May load and unload truck by hand
3. May lubricate truck or make minor repairs.

TRANSPORTATION THINKERS

Analyze each of the transportation situations below. Think about the possible choices and then decide what you would do in that particular situation.

1. As an airline stewardess, Marcia was responsible for informing passengers of safety regulations, equipment, and procedures. Just as the airplane was about to take off from the runway, Marcia noticed that one of the passengers had not extinguished his cigarette. When she asked him to please put it out, he barked, "That's a stupid rule. I'm going to finish this cigarette." If you were Marcia, what would you do?

2. Bob was enthusiastic about his new position as the stationmaster. Now, he was in charge of directing and controlling all personnel and activities in the train station. He wanted to make some changes. The place looked dull and drab, but he only had \$200 for improvements in the budget. He knew he could get some good materials with that money, but he would not be able to hire any labor to do the work. Bob decided that he would assign some of the station workers, including the callboys, yardmaster, and the redcaps, to work half of their hours during the next two weeks on station improvements. It was a slow time of the year, and they could work shorthanded at times. He didn't want to antagonize the workers, but he wanted to improve the image of the station. If you were Bob, how would you persuade the employees that they should work on improving the station's appearance?

3. Charles, the dock boss for United Shipping, was in charge of hiring and firing all of the deck hands who loaded and unloaded freight from the company ships. Last week his export manager had asked him to hire his son to work for the summer months. Charles had talked to the young man several times, but he just would not work like everyone else. He would take two hours for lunch, come in late, and leave early. The other men resented his getting paid for the work he wasn't doing. If you were Charles, how would you handle this situation with your manager's son?

- 4 As the ship steward, Sam was charged with making the ship's passengers comfortable. He handled their luggage, tidied their rooms, and performed many little services for them. Two passengers in one of his assigned cabins were fighting and throwing things at 3 A.M. in the morning. People in four other surrounding cabins complained to him that the noise had been going on for two hours, and they could not get any rest. If you were Sam, how would you solve this problem?
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- 5 Liza served as the ramp attendant for Sky Airlines. She greeted the passengers, checked their tickets, assigned them seats, and provided travel information before they boarded the plane. The last passenger for the next flight checked in, and she gave him the final seat available on the plane. The seat in the rear of the plane. The man muttered, "I am not going to sit back there. I want another seat in the front. I have to get off the plane right away for a dinner appointment." Liza knew that he was the president of a large manufacturing company. What would you do?
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- 6 The Watermaster, Bryan Williams, is responsible for supervising and coordinating all activities for the government-controlled irrigation district. As the public relations man, he not only establishes policies for allocating water, but he informs people of changes and handles complaints. Today Mr. Swenson complained that he was not receiving as much water as he should and that his crops were wilting. In checking the records, you find that he is actually receiving more than he should. Now, you must lower his amount. How would you explain this to Mr. Swenson?
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- 7 As the dealer-recruiter for a major oil company, Ken had convinced an independent service station operator to join the company team. To do this, the owner had made changes in his policies and business operations, as well as paid for special equipment and materials. In the past year the man's sales had decreased and the company had decided to drop him. If you were Ken, how would you explain this to the station owner?
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8. Thane, the passenger car conductor, supervises and coordinates activities and the train crew. As he was collecting tickets in one car, he saw a man hit a woman across the face. The man hit her again, and she fell to the floor. If you were in Thane's position, how would you handle this situation?
-
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9. As a baggageman for a bus company, Jack receives and returns baggage to passengers at the bus terminal. According to company policy, he issued a ticket for each piece of baggage that is checked. A nice looking young woman asked Jack to hand her the box behind him. When he asked her for her claim receipt, she said, "The baggageman in Tampa didn't give me one." Jack noticed a company tag on the box. What do you think Jack should do?
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10. Joyce handled the airline counter during the midnight shift. As the only ticket agent on duty, she had to issue tickets, check bags, plan routes, and compute costs. For some reason, tonight was very busy. One man had asked her to check four different flights to three different cities. Two planes were scheduled to depart in thirty minutes and nine people with bags were in line behind the man. The man now asks her to give him information about three more flights to three other cities. Joyce is concerned about the other people getting on the plane. If you were Joyce, what would you do?
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11. Melanie, the export manager of a large shipping company, noticed one of her export clerks accepting a cash payment from a customer and putting the money into her shirt jacket pocket. Melanie was puzzled because the clerk was one of her best workers. How would you handle this situation if you were Melanie?
-
-

12. As the bus tracer for a well-known bus company, Sheila checks on buses that were late to determine the reason and the expected time of arrival. Just as she was about to go to lunch, the terminal manager asked her to check on a bus that was twenty minutes late. The bus was often late. She knew it would take her at least fifteen minutes to track it down. She'd miss having lunch with her husband. What should Sheila do?
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TRANSPORTATION TRACE

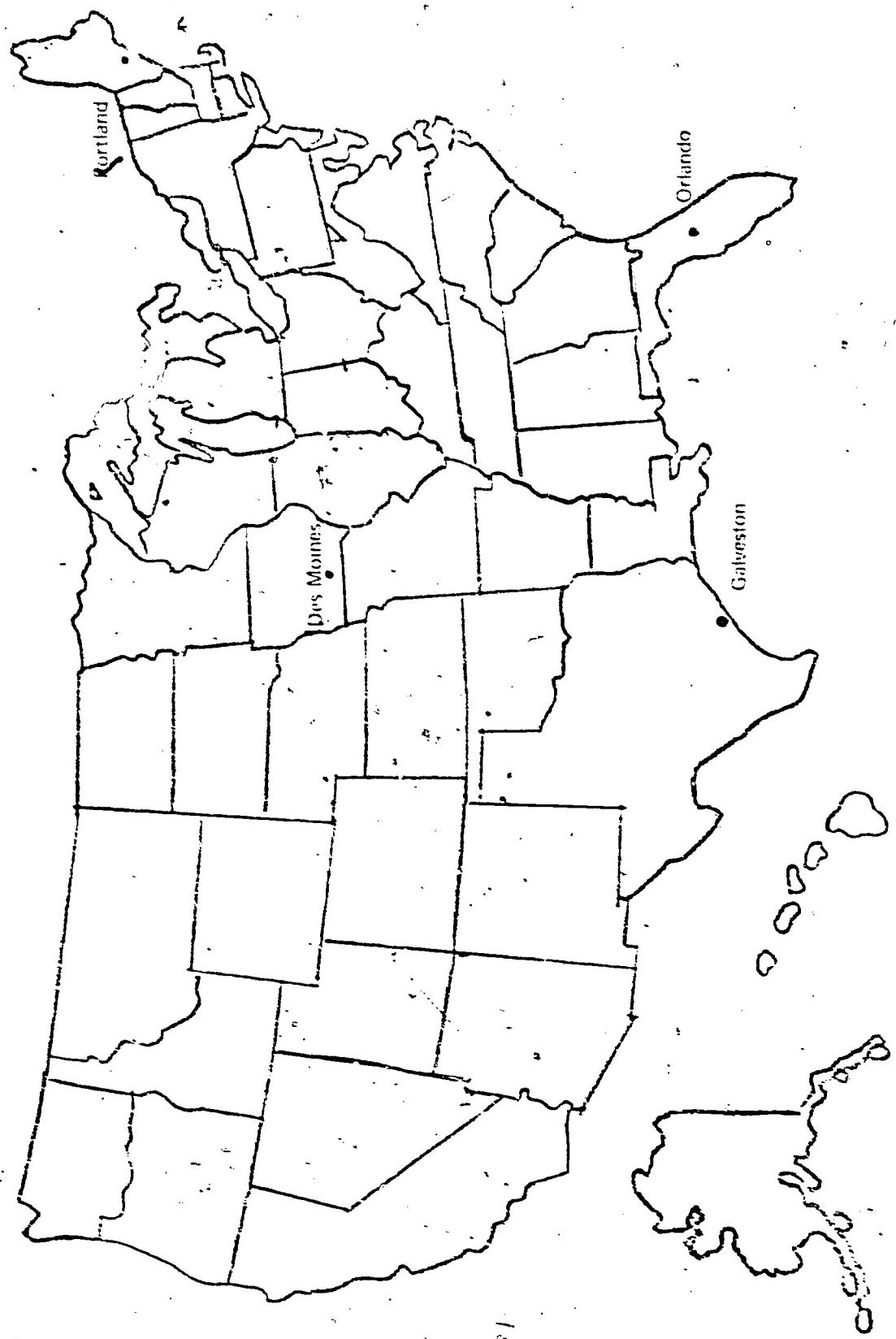
Listed below are four products and the cities in which they are naturally or originally produced. Each of these products must be sent to another producer for processing or converting. Then they must be shipped to a regional wholesaler or distributor. The wholesaler or distributor can then send these goods to a local retailer or marketing service industry. The item might then be delivered to a consumer's home, as in the case of water or home heating fuel oil.

You are given the starting points for each of the products on the attached sheet. Decide where on the map each product will reach its final destination. Next decide where the processor or converter will be located. Then pick a point about 500 miles away for a wholesaler or distributor. If the final destination point represents the consumer, then add another point to represent the retailer or marketing service industry. Trace the transportation paths that would be used to move the goods from the original point to the final destination. Show the various methods of transportation that would be used by using different colored pencils, different kinds of lines, or drawing symbols.

<i>ORIGINAL PRODUCT</i>	<i>STARTING POINT</i>	<i>FINISHED PRODUCT</i>
Cans of corn	Des Moines, Iowa	Cans of corn
Crude oil	Galveston, Texas	Home Fuel Oil
Oranges	Orlando, Florida	Frozen orange juice
Lobsters	Portland, Maine	Fresh Lobsters

After you have traced the transportation routes on the map, select one of the products and list the methods of transportation that would be used in the spaces identified below. Next to each method, write the title of three careers that would be involved for that mode of transportation.

<i>TRANSPORTATION METHOD</i>	<i>TRANSPORTATION CAREER</i>	<i>TRANSPORTATION CAREER</i>



TRANSPORTATION SITUATIONS

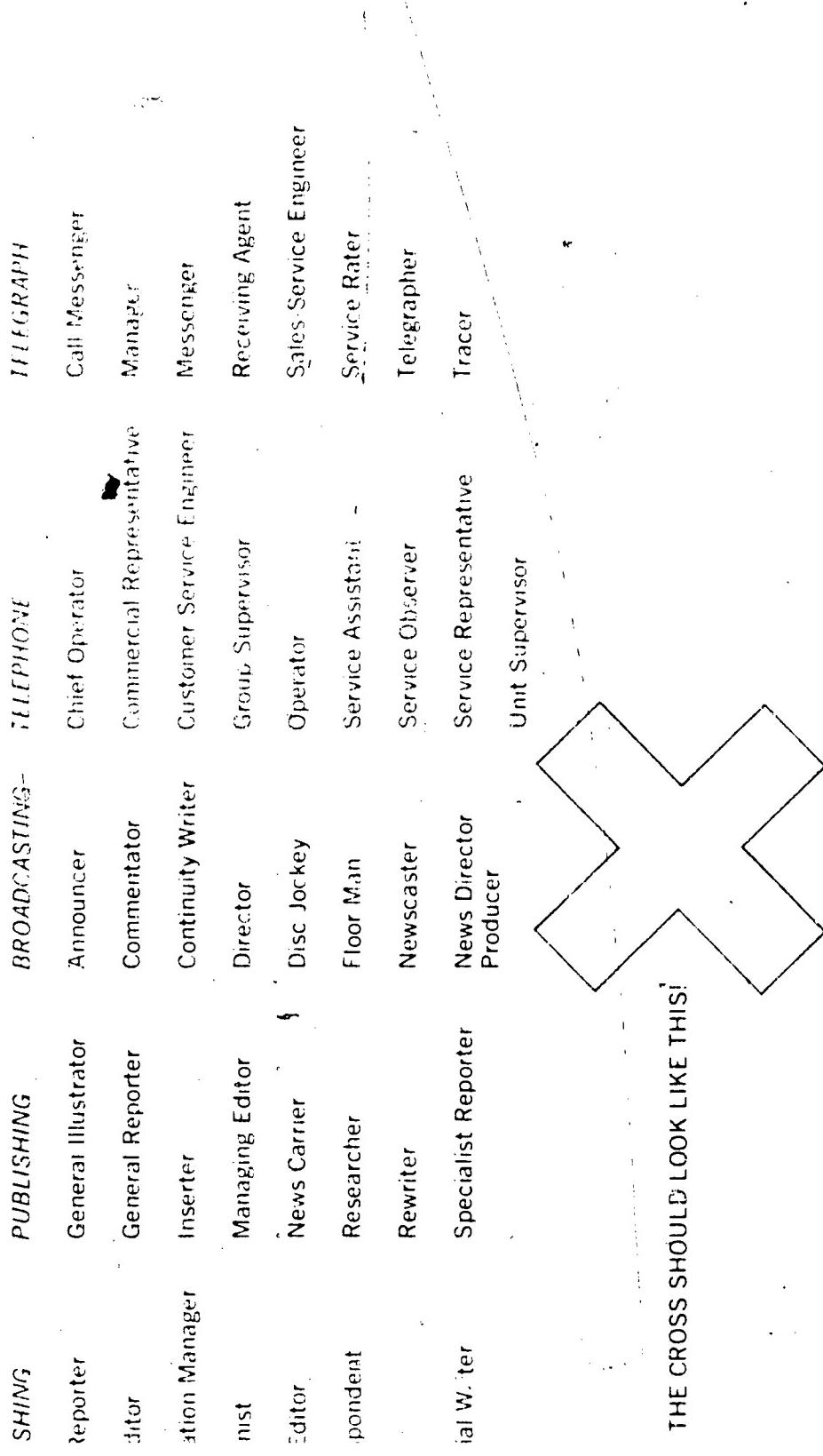
Place a check in the columns to show the types of transportation that best meet the needs of the situations described below. Be prepared to discuss and defend your choices.

Situations	Air	Train	Bus	Ship	Auto	Truck	Taxi	Car Rent
1. A family of five in Virginia wants to take a vacation and see all of the tourist attractions around Orlando. They have two weeks to do this.								
2. A newly married couple in California wants to visit Disney World on their honeymoon. They have only a few days.								
3. A St. Louis businessman, pressed for time must attend a convention in Palm Beach.								
4. A family in Philadelphia want to visit Orlando. They don't want to drive their car, but they want to take their car with them.								
5. A college student wants to go from Pensacola to Dallas as inexpensively as possible, yet he wishes to see as much of the country as he can. He is in no particular hurry and he does not own a car.								
6. A St. Petersburg business executive, pressed for time, must attend a meeting in Boston. He desires maximum comfort so that he can work on important papers en route.								

Situations	Air	Train	Bus	Ship	Auto	Truck	Taxi	Car Rent
7. Two office workers from Baltimore, on a limited budget, wish to spend most of their two-week vacation in Ft. Lauderdale.								
8. A car manufacturer in France wants to send 100 cars to Jacksonville, Florida.								
9. A noted actor needs to make a quick connection between the St. Petersburg and Tampa airports that are only 20 miles apart.								
10. A wholesaler in Jacksonville wants to send twenty boxes of hardware to a retail customer in Gainesville.								

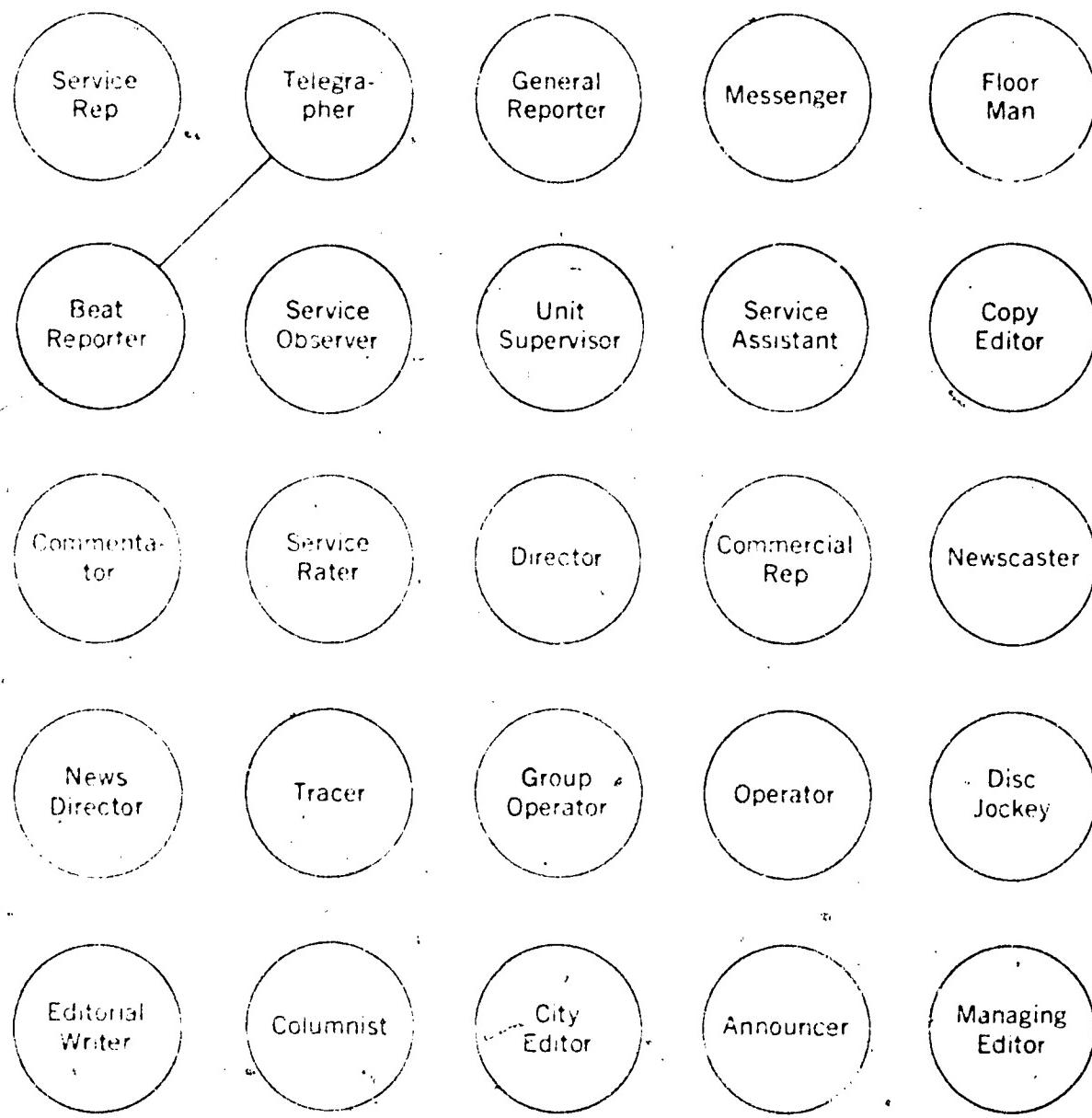
COMMUNICATIONS CIRCLE.

Each of the 25 circles on the next page represents a marketing career in communications. Can you connect twelve of the communications circles with one continuous line to form a cross "X" of 3 publishing, 3 broadcasting, 3 telephone, and 3 telegraph careers? Forty-two of the marketing careers in communications are shown below under the communications industry which employs them to help you. One part of the cross has been drawn to assist you in starting.

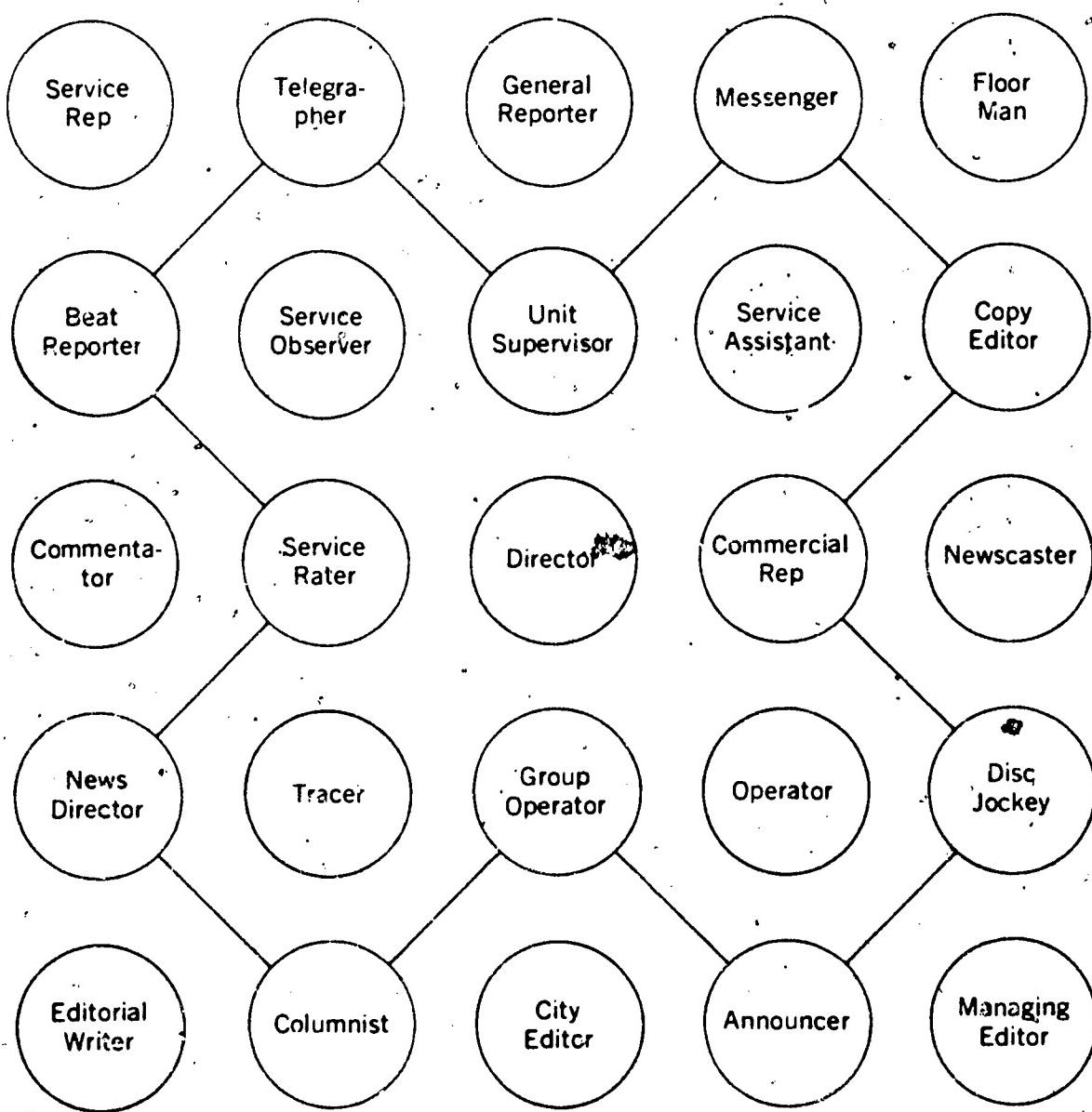


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COMMUNICATIONS CIRCLES



COMMUNICATIONS CIRCLES—KEY



COMMUNICATIONS CAREERS

48

The communications industry aids people in exchanging information through sight and/or hearing. Major areas of the industry include telephone/telegraph companies and the mass media.

Most mass media businesses, such as newspapers, radio, and television, provide both communications services as well as promotional business services. In this unit we will discuss those marketing careers in the mass media which are primarily involved in transmitting information, rather than promoting a product, service, or business.

Four major communications businesses and marketing careers available within them include:

PUBLISHING COMPANIES (NEWSPAPERS, MAGAZINES, BOOKS)

Beat Reporter	Covers a certain local territory for news in the field, such as police headquarters or government offices, for a newspaper
City Editor	Supervises all local reporters and determines what stories should be covered
Circulation Manager	Supervises distribution of newspapers and magazines to subscribers and dealers
Columnist	Writes commentary articles on general or specialized topics, rather than new stories
Copy Editor	Writes headlines and checks reporters material to correct errors and rewrite if necessary
Correspondent	Works away from the home office town and relays stories by phone, cable, wire, and mail. (Examples: Foreign, State, Washington)
Critic	Attends entertainment functions and reads publications, writes reviews for plays, books, television, etc.
Editorial Writer	Prepares short articles of opinion which appear on the editorial page of a newspaper or magazine
General Illustrator	Sketch or draw pictures for articles, stories, humor, or editorials
General Reporter	Covers a variety of news as it occurs and tips come into the office
Inserter	Places special sections, circulars, or announcements within newspapers or magazines
Managing Editor	Directs all other editors and personnel and has the final say in hiring, firing, and personnel activities

Researcher	Gathers and checks facts for writers and editors
Rewriter	Takes news facts over the telephone and writes the story for print
Specialist Reporter	Writes for a specific area of knowledge, such as sports or business

BROADCASTING (RADIO, TELEVISION, FILMS)

Announcer	Gives information of interest, introduces shows, may act as a moderator interviewing guests
Commentator	Analyzes, interprets, and broadcasts news received from various sources
Continuity Writer	Prepares special announcements, fillers, and news bulletins for the air
Director	Supervises activities of performers and technical workers for a production
Disc Jockey	Hosts a radio music show, provides entertaining chatter, interviews guests, and reads commercials
Floor Man	Holds cue cards for performers, checks props for placement, informs performers on positions and directions
Newsreader	Writes daily news stories and delivers them on the air
News Director	Supervises all broadcasting news workers and activities for a station
Producer	Directs all personnel and activities for a show, selects scripts, handles finances

TELEPHONE COMPANY

Chief Operator	Directs all activities of operators, assistants, and group supervisors
Commercial Representative	Contacts business customers to assist them in determining the service and equipment they need
Customer Service Engineer	Sells complex equipment to large business customers and explains its use
Group Supervisor	Oversees a section of operators and assistants for an area of

Operator	Assists customers by making long-distance connections, providing local unlisted numbers, and giving assistance in making calls
Service Assistant	Trains and develops operators for different areas of service
Service Observer	Checks with customers to determine the quality of service given to customers
Service Representative	Handles customer inquiries, recommends and sells the types of service and equipment needed by individual customers
Unit Supervisor	Trains and directs a group of service representatives

TELEGRAPH COMPANY

Call Messenger	Telephones addressee and reads the telegram message to him
Manager	Supervises all personnel and activities in a telegraph office
Messenger	Delivers telegrams to addressee and collects charges when necessary
Receiving Agent	Accepts telegraph messages by phone or in person, quotes charges, and may accept money
Sales-Service Engineer	Works with businesses and agencies in the selection and use of telegraph equipment
Service Rater	Counts words in a message, determines charges, and makes the cost on the message for billing
Teletypewriter	Transmits and receives messages using the teletype equipment
Tracer	Follows-up customer inquiries concerning telegraph messages sent

COMMUNICATIONS CROSSWORD PUZZLE

49

Twenty-three marketing careers in communications are found in the crossword puzzle on the next page. Read each description below and fill in the communications career explained in the blanks provided.

ACROSS

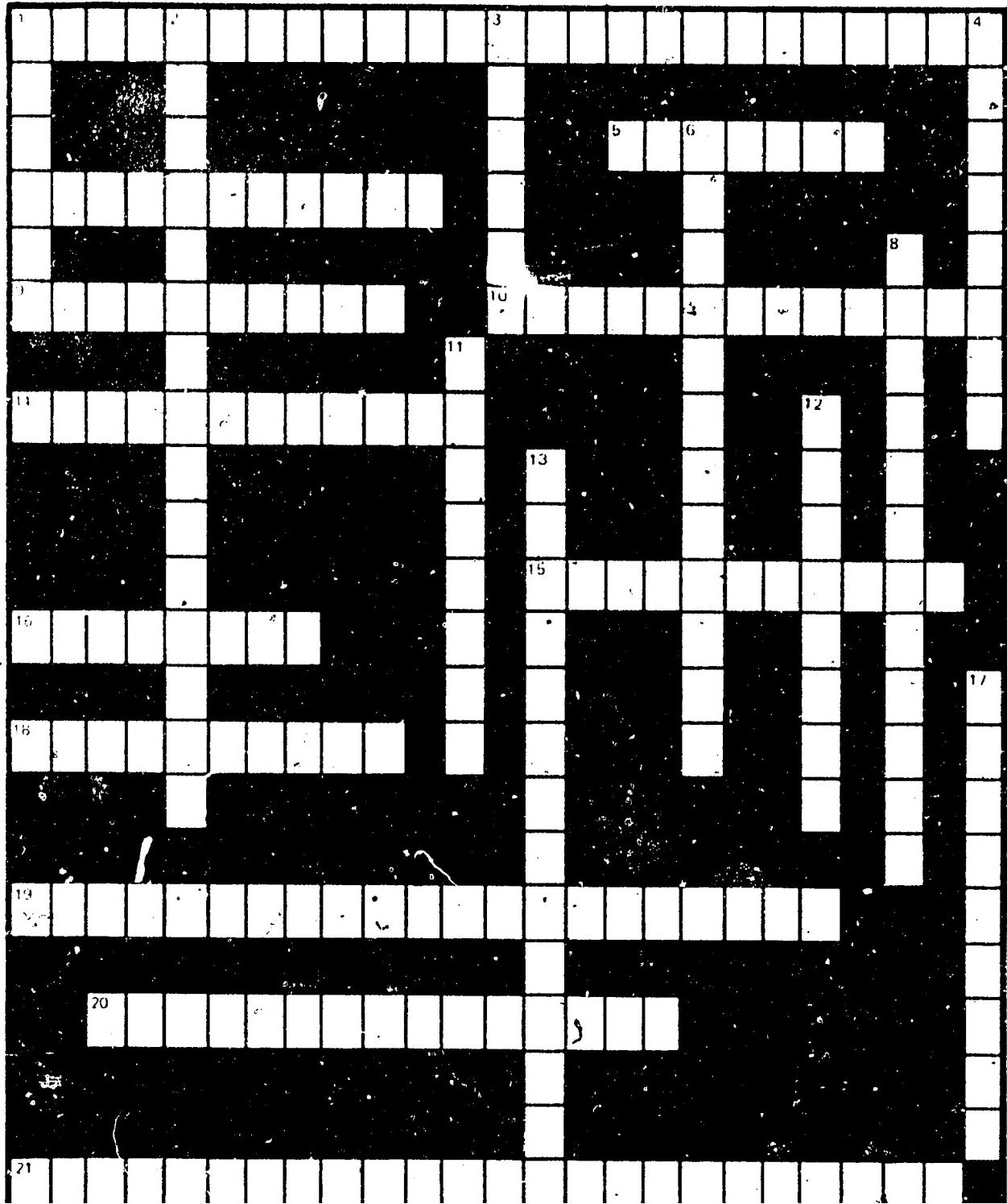
1. Transmits and receives messages using the teletype equipment.
3. Directs all activities of operators, assistants, and group supervisors.
5. Supervises all personnel and activities in a telegraph office.
7. Analyzes, interprets, and broadcasts news received from various sources.
9. Gathers and checks facts for writers and editors.
10. Works away from the home office town and relays stories by phone, cable, wire, and mail.
14. Covers a certain local territory for news in the field, such as police headquarters or government offices, for a newspaper.
15. Delivers newspapers to subscribers, sells them around town, stocks news vending machines.
16. Holds cue cards for performers, checks props for placement, informs performers on positions and directions.
18. Writes headlines and checks reporters material to correct errors and rewrite if necessary.
19. Handles customer inquiries, recommends and sells the type of service and equipment needed by individual customers.
20. Oversees a section of operators and assistants for an area of service.
21. Contacts business customers to assist them in determining the service and equipment they need.

DOWN

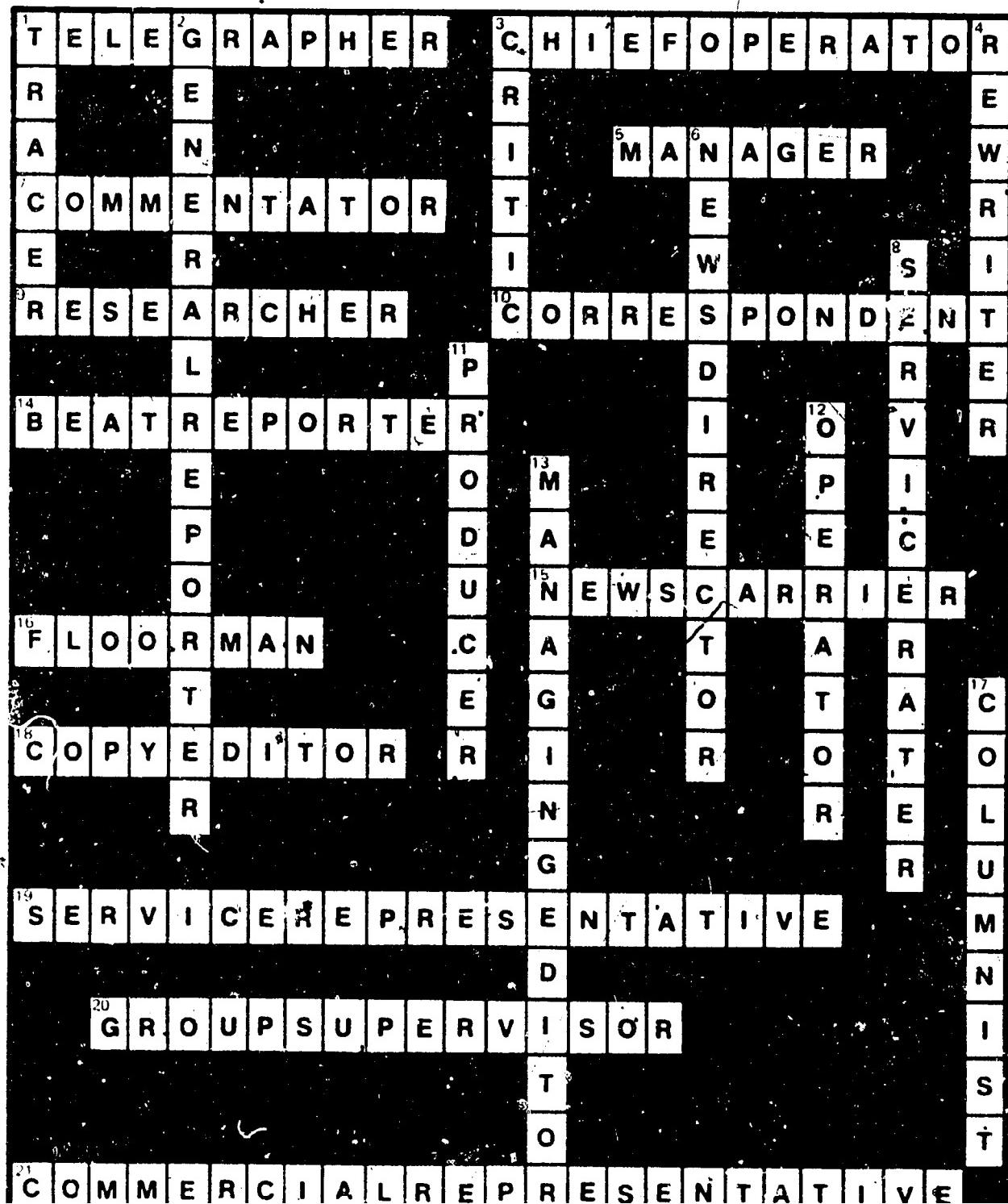
1. Follows-up customer inquiries concerning telegraph messages sent.
2. Covers a variety of news as it occurs and as tips come into the office.
3. Attends entertainment functions and reads publications, writes reviews for plays, books, television, etc.

6. Supervises all broadcasting news workers and activities for a station.
8. Counts words in a message, determines charges, and makes the cost on the message for billing.
11. Directs all personnel and activities for a show, selects scripts, handles finances.
12. Assists customers by making long-distance connections, providing local unlisted numbers, and giving assistance in making calls.
13. Directs all other editors and personnel and has the final say in hiring, firing, and personnel activities.
17. Writes commentary articles on general or specialized topics, rather than news stories.

COMMUNICATIONS CROSSWORD PUZZLE



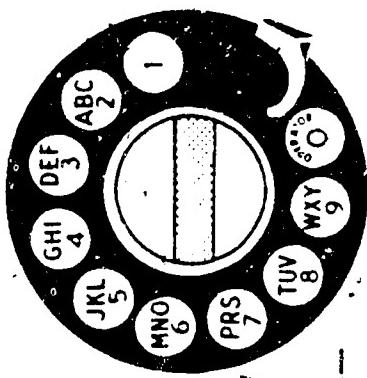
COMMUNICATIONS CROSSWORD PUZZLE—KEY



RECREATION DIAL

Using the numbers on the telephone dial, uncode each of the number groups below to reveal some marketing careers in Recreation. Remember, each number represents three letters. For example, "7" could be P, R, or S.

1. 2382623 A---A---M---
2. 288722846648433 T---R---I---G---E
3. 266546424368 B---I---G---G---T
4. 287463776262437 U---N---S---M---A---R
5. 22339 C---Y
6. 22339627837 A---Y---S---E---
7. 225537 A---E---
8. 2274437 C---S---
9. 2432537 H---K---
10. 2662377466288363268 C---C---S---N/A---E---D---
11. 393724737 E---E---C---T---
12. 32245489288363268 A---L---T---A---N---A---
13. 46537268687925826262437 G---F---O---T---L---M---A---
14. 473367533737 G---N---K---P---
15. 42634227737 A---I---P---R
16. 78254248924368 P---L---C---Y---A---



17. 7764726735587 R
18. 7767626 P_O / M_T _A_
19. 7767627837 R_T / C_T A_
20. 7223872257839273 E_E T_N R_C
21. 73273284667873784767 R_R / S_E_I
22. 73273284667873784767 R_R / S_E_I
23. 732732846678737468363368 E_A_N_U_I_T_E
24. 743367372867 R_P_A
25. 76242534732867 S_C_D_C
26. 82536872688 T_E_S_U
27. 84328736262437 H_T_E_M_G_R
28. 8432874225243687 T_R_C_G
29. 842538276537 I_E_R_E
30. 842538735537 T_K_S_E
31. 842538265532867 C_E_O_E
32. 868748433 O_R_U_E
33. 87437 S

RECREATION DIAL — KEY

These marketing careers in recreation should have been revealed:

ADVANCE MAN	PROP MAN
ATTRACTION GUIDE	PROP MASTER
BOOKING AGENT	RACETRACK STEWARD
BUSINESS MANAGER	RECREATION DIRECTOR
CADDY	RECREATION SUPERVISOR
CADDY MASTER	RECREATION SUPERINTENDENT
CALLER	RIDE OPERATOR
CASHIER	SOCIAL DIRECTOR
CHECKER	TALENT SCOUT
CONCESSION ATTENDANT	THEATRE MANAGER
EXERCISER	THEATRICAL AGENT
FACILITY ATTENDANT	TICKET BROKER
GOLF COUNTRY CLUB MANAGER	TICKET SELLER
GREENSKEEPER	TICKET COLLECTOR
HANDICAPPER	TOUR GUIDE
PUBLICITY AGENT	USHER
PROGRAM SELLER	

WOULD YOU OR WOULDN'T YOU?

51

Listed below are thirty-three marketing careers in recreation. Place a " - " next to those you think you might be interested in having for a career and a " \ " next to those you would not be interested in doing as a career.

- | | |
|--|--|
| <input type="checkbox"/> ADVANCE MAN | <input type="checkbox"/> PROP MAN |
| <input type="checkbox"/> ATTRACTION GUIDE | <input type="checkbox"/> PROP MASTER |
| <input type="checkbox"/> BOOKING AGENT | <input type="checkbox"/> RACETRACK STEWARD |
| <input type="checkbox"/> BUSINESS MANAGER | <input type="checkbox"/> RECREATION DIRECTOR |
| <input type="checkbox"/> CADDY | <input type="checkbox"/> RECREATION SUPERVISOR |
| <input type="checkbox"/> CADDY MASTER | <input type="checkbox"/> RECREATION SUPERINTENDENT |
| <input type="checkbox"/> CALLER | <input type="checkbox"/> RIDE OPERATOR |
| <input type="checkbox"/> CASHIER | <input type="checkbox"/> SOCIAL DIRECTOR |
| <input type="checkbox"/> CHECKER | <input type="checkbox"/> TALENT SCOUT |
| <input type="checkbox"/> CONCESSION ATTENDANT | <input type="checkbox"/> THEATRE MANAGER |
| <input type="checkbox"/> EXERCISER | <input type="checkbox"/> THEATRICAL AGENT |
| <input type="checkbox"/> FACILITY ATTENDANT | <input type="checkbox"/> TICKET BROKER |
| <input type="checkbox"/> GOLF COUNTRY CLUB MANAGER | <input type="checkbox"/> TICKET SELLER |
| <input type="checkbox"/> GREENSKEEPER | <input type="checkbox"/> TICKET COLLECTOR |
| <input type="checkbox"/> HANDICAPPER | <input type="checkbox"/> TOUR GUIDE |
| <input type="checkbox"/> PUBLICITY AGENT | <input type="checkbox"/> USHER |
| <input type="checkbox"/> PROGRAM SELLER | |

Select the three that you think you would most like to have as a career and tell why you feel this way in the blanks below.

1. _____
2. _____
3. _____

JOB HUNT*

Participants

5-6 Players (one player serves as the Dealer)

Preparation

The purpose of the Job Hunt card game is to review and reinforce the recreation careers available in Marketing Services and the job functions that each of the career personnel perform. To prepare for the card game, one job title card and one job duty card should be developed for each of the thirty customer service occupations below:

Advance Man	Exerciser	Ride Operator
Attraction Guide	Facility Attendant	Social Director
Booking Agent	Golf Club Manager	Talent Scout
Business Manager	Greenskeeper	Theatre Manager
Caddy	Handicapper	Theatrical Agent
Caddy Master	Program Seller	Ticket Broker
Caller	Prop Man	Ticket Collector
Cashier	Prop Master	Ticket Seller
Checker	Racetrack Steward	Tour Guide
Concession Attendant	Recreation Director	Usher

Two colors of posterboard, cardstock, or construction paper should be used so that the job title cards can be distinguished easily from the job duty cards.

Directions

The dealer gives each player five or six job duty cards, so that all of them have been distributed. He then deals each player two job duty cards. The rest of the job duty cards are placed in the middle of the table to form the job hunt deck.

Each player checks the cards in his hand for possible matches of recreation job titles, and job duty cards and puts them together in his hand. Next, each player should study the other job duty cards to determine which job title cards he needs. A small notepad would be helpful to keep track of job duty and job title cards needed.

The game is begun by the dealer. He places any matched pairs of job duty and job title cards on the table in front of him. If he has laid down a correct match he proceeds with his turn. If he has incorrectly matched a job-duty card and job title card, he loses his turn.

If no match was placed on the table or if cards were correctly matched, the dealer selects any other player and asks him for a needed job title card. If the player asked has that card, he gives the dealer that job title card. The dealer places the matched pair on the table and earns an extra turn. An extra turn is earned for each match obtained by getting a card from another player.

*Developed and reprinted with the permission of Mrs. Eunice Cornelius.

If the player asked does not have the job title card which the dealer requested, he says, "job hunt." The dealer draws the top card from the job hunt deck and places it in his hand. If the job title card he drew matches a job duty card in his hand, he lays the pair on the table in front of him. If he drew the job title card which he requested from the other player to form the match, he receives an extra turn. Otherwise, his play is over.

Whenever a player places a matched pair of cards on the table, he must read the name on the job title card and the description on the job duty card to the other players for their approval. If it should be an incorrect match, the player loses his turn. In addition, he must return the job title card to the bottom of the job hunt deck.

The game continues with the player to the dealer's right and proceeds around the table to the right. Play continues in the order explained above until the job hunt deck of job titles is gone. From this time on, a player's turn ends when he asks another player for a job title card and is told to "job hunt." The first player to get rid of all the cards in his hand wins the game.

Sample Game Cards

JOB TITLE

ADVANCE MAN

JOB DUTY

Coordinates and arranges details, such as stage settings and programs for a traveling entertainment production

CADDY MASTER

Supervises golf caddies for a golf/country club or touring golf professionals

RIDE OPERATOR

Secures bars or strap and runs amusement equipment

THEATRICAL AGENT

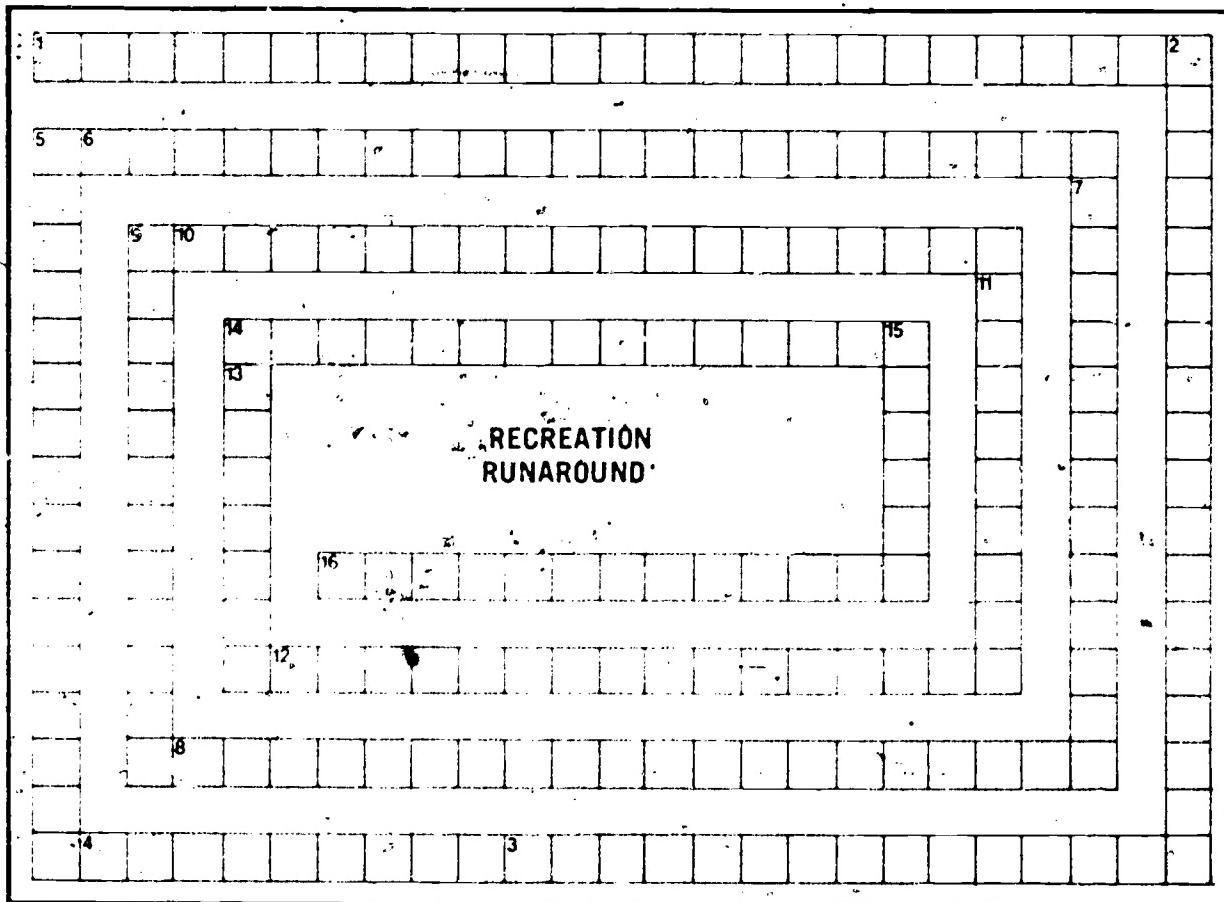
Handles bookings and contracts for a number of entertainment performers

RECREATION RUNAROUND

53

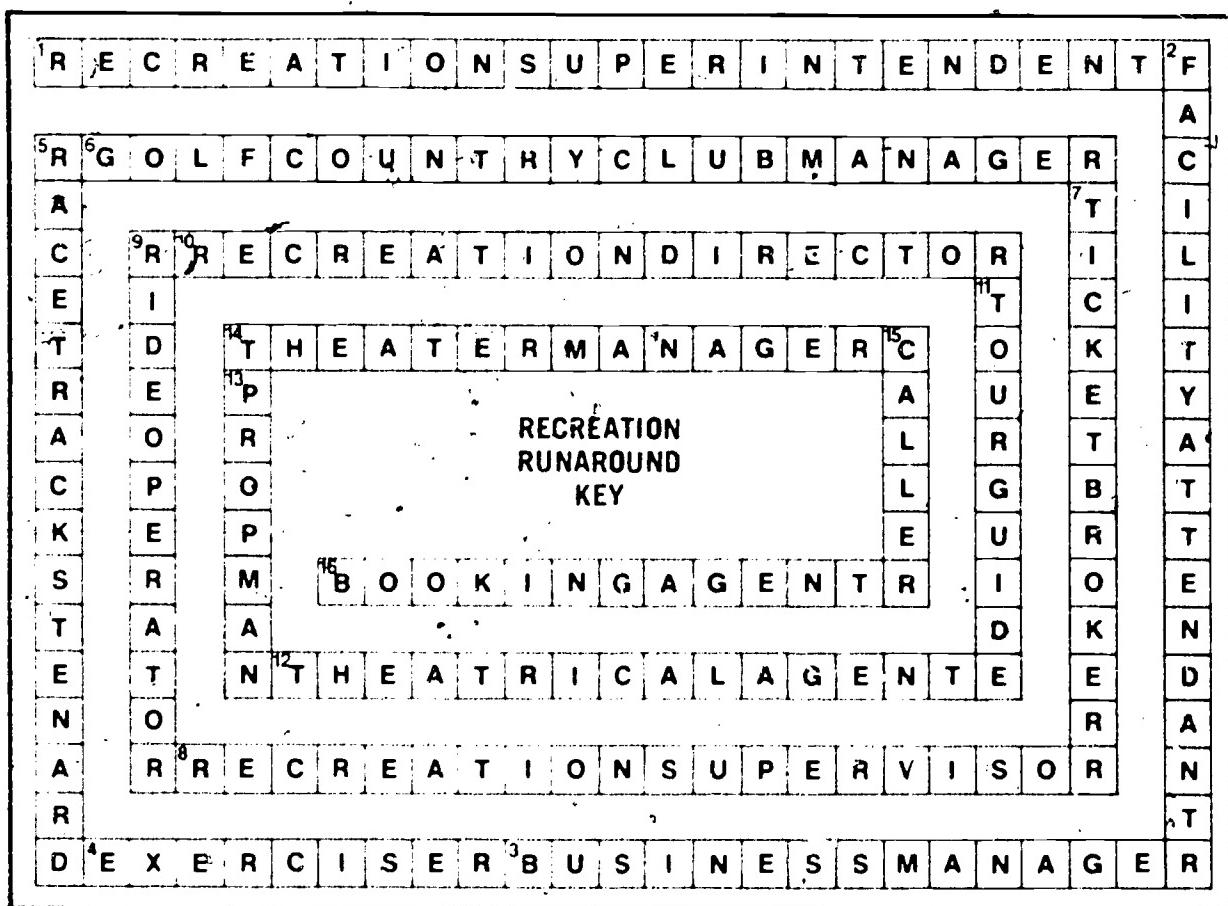
Read each of the job descriptions below and decide which marketing career in recreation is explained. Place the letters of the career title in the appropriate spaces of the runaround puzzle on the next page.

1. Plans, organizes, directs, and controls all personnel and activities for a public recreation department, private clubs, and commercial businesses.
2. Accepts fees for entrance, rents and/or sells equipment and supplies and provides customer information for sports facilities, such as golf country clubs, bowling alleys, ski slopes, and fishing boats.
3. Provides special handling of all business arrangements and details for a performer, including contracts, wardrobe, and travel.
4. Walks horses and dogs before and after a race for people to view or to cool the animal.
5. Coordinates activities of racetrack personnel and negotiates with other racetrack officials and the state racing commission.
6. Directs all activities and personnel for a golf or country club, including the dining room, pro shop, and grounds.
7. Purchases large numbers of theatre tickets and resells them at varying prices depending upon the time and demand.
8. Oversees one area of activities and personnel, such as tennis, indoor games, or swimming for any recreational center, club, or business.
9. Greets customers, directs them to their stations, secures on straps, or bars, and runs the amusement equipment.
10. Coordinates and directs all recreation activities and personnel at a center such as a community recreation area, YMCA, camps, or private resort.
11. Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.
12. Handles a number of performers to secure contracts and bookings for entertainment purposes.
13. Arranges necessary display props on a theater stage for a production or event.
14. Supervises all activities and workers in a movie theatre or playhouse.
15. Announces numbers and letters drawn in a bingo game, records those drawn, and distributes prizes to winners.
16. Represents certain entertainment businesses in securing performers or attractions for the businesses.



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These marketing careers in recreation should have been named in the puzzle:



For the good times!

Recreation includes leisure activities in which people engage-for entertainment or amusement.

Entertainment activities are those in which the person is not an active participant; rather, he is a spectator or listener. These would include movies, attractions, concerts, and sports events.

Amusement activities involve the individual actively as a participant, such as golf, water skiing, camping, games.

Many businesses are solely concerned with recreation activities for amusement or entertainment, such as country clubs, theaters, and amusement centers. Many other businesses provide recreational activities and facilities to appeal to their customers, such as hotels, motels, transportation companies, and real estate developments.

Some of the marketing careers in recreation include:

Advance Man

Coordinates all arrangement details, such as tickets, programs, stage setting, and publicity for a traveling entertainment production.

Attraction Guide

Explains various points of interest for visitors to a special tourist center or event.

Booking Agent

Represents certain entertainment businesses in securing performers or attractions for the businesses.

Business Manager

Provides special handling of all business arrangements and details for a performer, including contracts, wardrobe, and travel, (sometimes called a business agent).

Caddy

Assists a golfer by carrying his equipment, making sure it is in proper condition, advising him on course conditions, and keeping his score.

Caddy Master

Supervisor of golf caddies for a golf country club or professional touring group.

Caller

Announces numbers and letters drawn in a bingo game, records those drawn, and distributes prizes to winners.

Cashier

Handles the exchange of money for entrance fees, bets, winnings, or change in places such as movie theatres, racetracks, and amusement centers.

Checker	Examines winner's bingo card to determine its correctness, may provide change and cards to players.
Concession Attendant	Sells foods, beverages, and novelties at an amusement or entertainment business, including movies, sports events, and concerts.
Exerciser	Walks horses and dogs before and after a race for people to view or to cool the animal.
Facility Attendant	Accepts fees for entrance, rents and/or sells equipment and supplies and provides customer information for sports facilities, such as golf/country clubs, bowling alleys, ski slopes, and fishing boats (called a racker in billiard parlor).
Recreation Superintendent	Plans, organizes, directs, and controls all personnel and activities for a public recreation department, private clubs, and commercial businesses.
Ride Operator	Greets customers, directs them to their stations, secures on straps or bars, and runs the amusement equipment.
Social Director	Arranges for other activities than those provided by a club or facility, such as fashion shows, theatre tickets, tours, etc.
Talent Scout	Travels to various entertainment spots looking to find new performers for theatrical agencies and entertainment producers.
Theatrical Agent	Handles a number of performers to secure contracts and bookings for entertainment purposes.
Theatre Manager	Supervises all activities and workers in a movie theatre or playhouse.
Ticket Broker	Purchases a large number of theatre or performance tickets and resells them at varying prices depending upon the time and demand.
Ticket Seller	Handles money and tickets to admit customers to an entertainment or amusement business, such as an amusement park, or tourist attraction.

Ticket Collector	Takes tickets from customers as they enter an amusement or entertainment area.
Tour Guide	Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.
Usher	Shows patrons to their seats, providing any necessary information and sometimes programs, for such places as concerts, plays, movies, and sports events.

Different kinds of recreation activities and facilities are designed to serve different groups of people. Camps and amusement parks, for example, are primarily designed for young people. Golf and Country Clubs primarily cater to adults. Some recreational businesses such as movie theaters and certain attractions may appeal to all groups of people.

BUSINESS SERVICES SCRAMBLE

55

Unscramble the terms below to reveal the ten major categories of business services. The first two students to complete the puzzles will become team captains for a "career investigation in business services."

FEFICO

TNPRM1000

LSSEA

GBYNIU

KGMRTNIE HREERCA

LAANNIICE

TEANNMIENGA

PYMMEETNOL

RYSTEIVC

PMTGANKIE GMTAAEENN NM GCNOISTULN

BUSINESS SERVICES SCRAMBLE—KEY

Unscramble the terms below to reveal the ten major categories of business services. The first two students to complete the puzzles will become team captains for a "career investigation in business services."

FEFICO

OFFICE

T N P R M I O O O

PROMOTION

L S S E A

SALES

G B Y N I U

BUYING

K G M R T N I E H R E E R C A

MARKETING RESEARCH

L A A N N I C F

FINANCE

T E A N N M I E N C A

MAINTENANCE

P Y M M E E T N O L

EMPLOYMENT

R Y S T E I V C

SECURITY

R M T G A N K I E G M T A A E E N N M G C N O I S T U L N

MARKETING

MANAGEMENT

CONSULTING

MARKETING CAREERS IN BUSINESS SERVICES

56

There are ten major categories of business services:

Promotion Services—provide special services to help an organization promote its products, its name, and/or its services; examples include advertising agencies, advertising checking service, advertising specialists, sales contests organizers, sales promotion agencies, display designers, display installers, distributing services, and public relations firms.

Sales Services—handle the sale of special or all lines of products for a company or several companies; may conduct special sales such as auctions or business liquidations, and may engage in the sales of businesses; examples include manufacturers' agents and representatives, distributors, business brokers, auctioneers, and liquidators.

Buying Services—places orders for merchandise, arranges for showroom visits by company personnel, and provides such information as sales trends, new styles, new colors, or new models; examples include resident buyers, purchasing services and brokers.

Marketing Research Services—provide information to organizations to guide them in making management decisions and policies, may perform such services as determine consumer preferences, evaluate sales campaigns, identify new markets, determine commercial coverage area of radio and television stations and conduct opinion polls; examples include advertising research, market research, motivation research, consumer research, and calculating service.

Marketing Management Consulting Services—study the operations, procedures, policies, and/or organization of a company and recommends ways to improve its effectiveness and efficiency.

Office Services—include a variety of services which either supplement the activities conducted in a company's offices or provide special services which improve the operations and activities of a company's offices; include such examples as secretarial services, addressing services, copying services, delivery service, telephone answering services, and office equipment rentals and leases.

Security Services—help to safeguard the property of a company and provide recommendations on ways by which a company can improve its own security measures; examples include security consulting, shoplifting protection, night surveillance, watch dog security, guard service, and detective services.

Maintenance Services—help to maintain the cleanliness of a company and keep its equipment and/or physical surroundings in good repair; examples include window washing services, janitorial services, linen service, uniform service, renovation services, and equipment maintenance services.

Employment Services—serve as a middleman or broker either for a job applicant or a company in bringing the two together and matching the right person to the right job; may provide persons for permanent, part-time, or temporary employment; examples include employment agencies and employment contractors.

Financial Business Services—provide such services as accounting, bookkeeping, credit investigation, and collection services to companies.

Examples of marketing careers found in each category of business service include:

Marketing Careers Common to All Business Services

Salesperson, Business Services—solicits and sells various types of business services; develops lists of prospects, calls on prospects to explain services available, writes orders, and schedules initiation of services.

Service Representative—calls on clients on a regularly scheduled basis or as needed to determine customer satisfaction with the service and to resolve any complaints which the customer may have.

Owner / Manager—directs all of the activities, operations, and personnel involved in a company which produces and markets a particular type of business service.

Unique Marketing Careers in Business Services

A. *Promotion Services*

Advertising Agency Manager—directs the activities of an advertising agency including such things as planning advertising campaigns, coordinating the activities of the various departments within the agency, soliciting new accounts, and conducting mailings with agency personnel and clients.

Advertising Assistant—assists in planning advertising programs to promote the sell of a company's products or services.

Advertising-Display Rotator—assembles and rotates advertising displays to different outdoor locations.

Copywriter—obtains information about a product or service and the advertising sponsor and prepares the original copy for a printed ad or the written script for radio, television, or other audio advertising means.

Display Designer—creates and plans displays on a drawing board.

Display Man—arranges the merchandise and props into an attractive display as created by the designer.

Display Manager—coordinates activities with other departments in determining merchandise to be displayed and supervises display workers.

Display Technician—prepares and cleans display area and assembles or returns necessary merchandise and props for the display man.

Display Trimmer—adds the back drops, floor covering, and other display accessories indicated by the display man.

Illustrator—creates a picture or design to favorably show a product or service described in the copy of an advertisement.

Layout Man—assembles all the parts of an ad, creating an eyecatching, attractive design.

Proofreader—compares the final copy of an ad, story, article, etc., with the finished printed product to detect and correct any errors.

Public Relations Man—plans and conducts programs to develop goodwill for a business, organization, or institution.

Sales Promoter—plans and coordinates special promotional campaigns using techniques such as samples, contests, stamps, coupons.

Sign Writer—creates by hand or uses a sign printing machine to make display showcards, billboard signs, and other visual promotion aids.

B. Sales Services

Auctioneer—sells products or merchandise to highest bidders at an auction; may plan and conduct the auction sale including the appraisal of the merchandise and assembling it into designated lots according to certain values or classes.

Business Broker—usually specializes in the sale of businesses; solicits owners who desire to sell their businesses and buyers who wish to purchase a business and brings the two together to transact the sale.

Distributor—serves as a sales agent or representative for one or more manufacturers; may sell to other manufacturers, wholesalers, retailers, or to the retail consumer.

Liquidator—arranges for and conducts the sale of certain lines of merchandise which are being sold out or discontinued by a business or may arrange for and conduct a close out sale of a company's entire inventory.

Manufacturer's Representative—sells a manufacturer's goods to wholesalers and retailers for resale to consumers.

Pioneer Salesman—serves the manufacturer by promoting or selling new products, new uses for products, or new selling methods primarily to wholesalers who usually are new customers in a new territory.

Professional Demonstrator—creates buying interest on part of industrial and/or ultimate consumers by demonstrating features and qualities of a product.

C. Buying Services

Assembler—buys goods in small lots and resells them in large groups.

Broker—buys goods or services as an agent or wholesaler for resale to wholesalers, retailers, marketing service industries, or consumers.

Buyer—orders merchandise for a retailer or wholesaler for resale to consumer or a retailer.

Distributor—buys goods from a producer and handles sales, service, and promotion to retailers for a certain region of the country.

Importer—buys foreign goods for resale to retailers and wholesalers.

Jobber—buys merchandise in odd lots (quantities, sizes, etc.), prices and packages them if necessary, and resells to retailers.

Resident Buyer—buys apparel, dry goods, general merchandise for retailers or wholesalers from his office located at a central market.

D. Marketing Research Services

Analyst—studies and interprets the data that is collected.

Coder—gathers, sorts, classifies, and tabulates necessary data.

Director—coordinates and administers all personnel and policies.

Economist—serves as a consultant to the director and research team.

Editor—develops and oversees the use of a mailed questionnaire.

Evaluator—observes actions of people without talking to them.

Interviewer—conducts surveys with a direct, face-to-face contact.

Investigator—conducts a continuing survey with a panel group.

Specialist—conducts experimental research by testing a scale model.

Supervisor—trains and oversees field personnel handling surveys.

Telephone Surveyor—obtains the survey information by use of a phone.

Trainee—assistant to the supervisor, specialist, or analyst.

E. Marketing Management Consulting Services

Management Consultant—studies the organization and operation of a given company and recommends changes to increase efficiency; may specialize in such areas as personnel organization, employer motivation, time-and-motion studies.

Personnel Management Consultant

Employee Motivation Consultant

Time-and-Motion Consultant

Marketing Consultant—recommends changes in policies and procedures used in merchandising goods and services; aids in determining distribution channels and policies; may specialize in offering consultative services in one of the marketing functions, i.e., promotion, finance.

Promotion Consultant

Sales Consultant

Finance Consultant

F. Financial/Business Services

Collector—locates customers to collect installments, overdue accounts, or bad checks.

Collection Agency Manager—may purchase the "accounts due" from a business at a discounted price or serve as the collection agent for the company for a percentage of the dollar amount collected; directs the activities and personnel engaged in collecting past due accounts or bad checks.

Collection Clerk—notifies customers of delinquent accounts and attempts to obtain payment.

Credit Analyst—evaluates paying habits of customers who are delinquent in paying their bills to determine what action a company should take.

Credit Bureau Manager—directs the activities and personnel engaged in audit investigations and recommends a credit status of individuals, and provides the credit reports to company personnel.

Credit Clerk—verifies credit references and information given on a credit application; may determine or recommend credit limits.

Credit and Collection Manager—directs the activities and personnel engaged in credit investigations and collections.

Credit Investigator—checks past history and current status of persons and businesses applying for credit; evaluates his findings and submits a report to his client or credit authorizer of the company.

BUSINESS SERVICES TWIRL

57

PARTICIPANTS

1 Moderator Judge 2 Teams 1 Scorekeeper Timer

PREPARATION:

The purpose of this game activity is to familiarize students with marketing careers in business services. Select a student to serve as a moderator judge and one student to serve as the scorekeeper and timer. Divide the rest of the class into two teams and have each of the teams choose a captain. Each team captain will arrange his group in the order in which they will take their turns at the wheel. The moderator will flip a coin to determine which team will begin the game.

DIRECTIONS

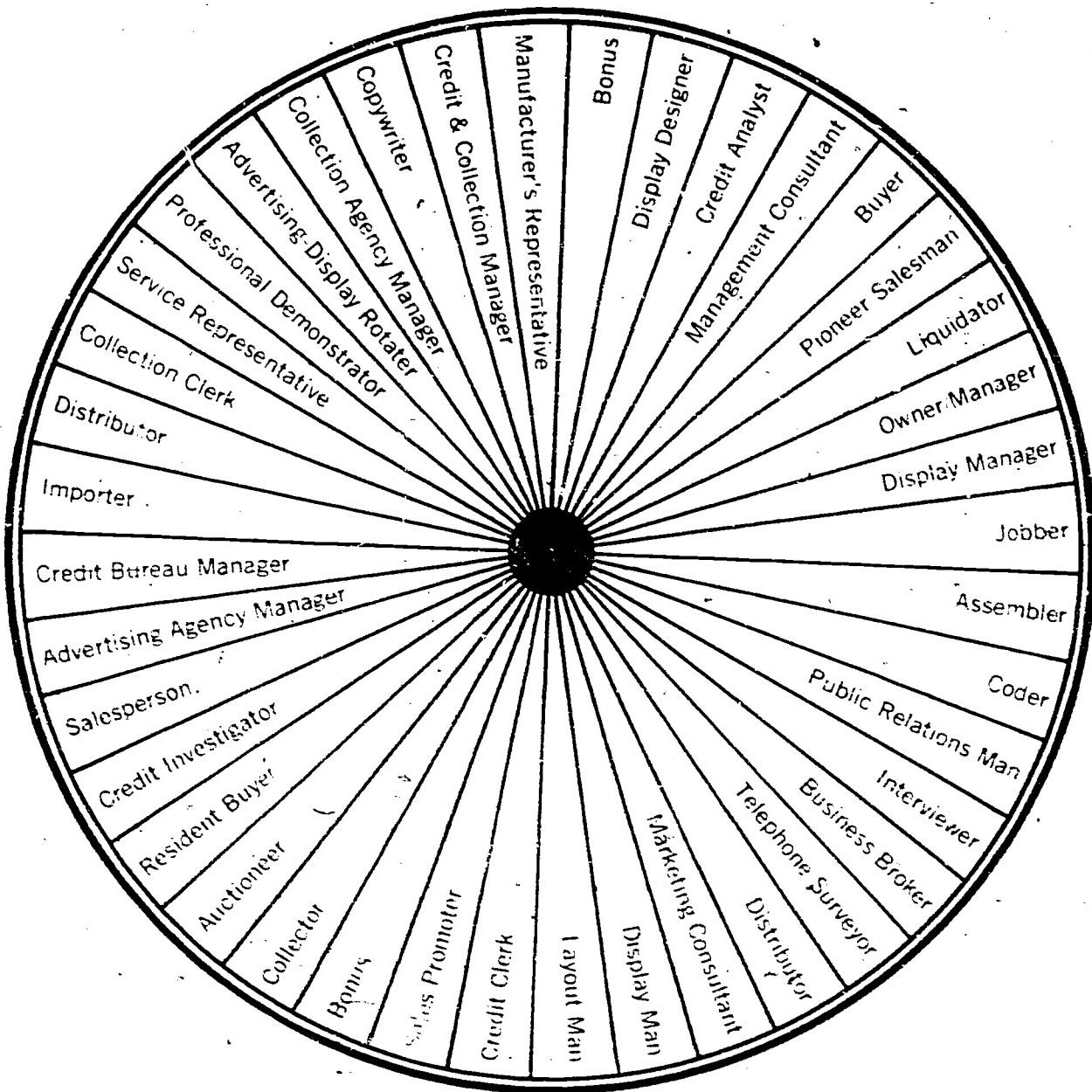
The roulette wheel shown on the game board depicts many of the marketing careers found in business services. The first player of the team winning the toss starts the game by spinning the arrow. The student must give one job duty of the career on which the arrow lands, and identify the category of business service in which it is found. If he answers correctly, his team receives one point. If he does not answer correctly, the first player in the opposite team may answer the question. If the opposing team player is correct, he scores a point for his team and also takes his turn. If the opponent is not correct, his team does not earn a point but he still takes his turn.

Each team has 10 seconds to give his answer. If he does not answer within the time period, a buzzer sounds and the opposing player may give his answer. If a player spins the arrow and it rests on the "Bonus" area, his team earns 5 extra points and spins the arrow again. The game may be played for a given time period, 45 minutes, or for a given number of points, 20.

305

307

BUSINESS SERVICES TWIRL GAMEBOARD



BUSINESS SERVICES CAREER SEARCH

Forty of the marketing careers found in business services are included in the puzzle below. As a hint, there are 28 careers across and 12 careers down. Circle each title when you locate it.

A D V E R T I S I N G A G E N C Y M A N A G E R T U S
D E M O N S T R A T O R K A M A T C D O T U V W C A P
V E A T C A M A P E S U M L C O M E V A E S T U R A M
E L A S T I C B A K J M U C I N T E R V I E W E R T
R E S I D E N T B U Y E R A L S T U R W A S D D D C X
T O S M T S A B E C O N S U L T A N T O L J I I I O S
I L E P M P R O O F R E A D E R M N I S U T T R T L H
S A M O K E C O N O M I S T C A T A S U A H O E C L T
I E B R O R S T N A P Q R S T E R A I C T O R C L E S
N Q L T E S O P A M T R U M O A S E N M O S U T E C K
G L E E C O P Y W R I T E R R E S G G R R M O O R T B
D A R R S N E C M T C R E D I T A N A L Y S T R K I L
I L L U S T R A T O R T U S M A N E S O P C E K N O Y
S A L E S P R O M O T E R M A N D I S P L A Y M A N P
P U B L I C R E L A T I O N S M A N A T S U P E U C O
L A Y O U T M A N D E A M E L Q U V S A M E S E C L U
A U V W X S T U V C D I S T R I B U T O R L A M T E Q
Y E S C R E D I T B U R E A U M A N A G E R S T I R W
R O M A S E D I S P L A Y D E S I G N E R T U M O K L
G A N E R M A N A G E R T U S E M A T E A M S U N P G
T E L E P H O N E S U R V E Y O R R A M J O B B E R J
A N A L Y S T A D I S P L A Y T R I M M E R A C E S P
F R A N C E E M A P V E M W X L I Q U I D A T O R P Y
O C R E D I T I N V E S T I G A T O R M O U S D A M E
R E P R E S E N T A T I V E S E T T A S B U Y E R T D
A M E T S U P N A V S U S I N E S S B R O K E R M A S

BUSINESS SERVICES CAREER SEARCH—KEY

Forty of the marketing careers found in business services are included in the puzzle below. As a hint, there are 28 careers across and 12 careers down. Circle each title when you locate it.

A	D	V	E	R	T	I	S	I	N	G	A	E	N	C	Y	M	A	N	G	E	R	T	U	S	
D	E	M	O	N	S	T	R	A	T	O	R	K	A	M	A	T	D	D	U	V	W	C	A	P	
V	E	A	T	C	A	M	A	P	E	S	U	M	L	C	O	M	E	V	A	E	S	T	U	R	A
E	L	A	S	T	L	E	C	B	A	K	J	M	U	O	I	N	T	E	R	V	I	E	W	E	R
R	E	S	I	D	E	N	T	B	U	Y	R	A	L	S	T	U	R	W	A	I	S	D	D	D	C
O	S	M	T	S	A	B	E	C	O	N	S	O	L	T	A	N	T	O	L	J	I	I	O	S	
C	L	E	P	M	P	R	O	F	R	E	A	D	E	R	M	N	I	S	U	T	T	R	T	L	H
S	A	M	M	K	E	C	O	N	O	V	I	S	T	O	I	A	S	U	A	H	O	E	C	L	T
S	E	S	R	O	R	I	S	T	N	A	P	Q	R	S	T	E	R	A	I	C	T	O	R	C	L
V	O	C	T	E	S	O	P	A	M	T	R	U	M	O	A	S	E	N	M	O	S	U	T	E	C
G	C	E	E	C	O	P	Y	W	R	I	T	E	R	R	E	S	G	G	R	R	M	O	O	R	T
D	A	R	R	S	N	E	C	Y	T	C	R	E	D	I	T	A	N	Y	S	T	R	K	I	L	
I	L	L	U	S	T	R	A	T	O	R	T	U	S	M	A	N	E	S	O	P	C	E	R	N	O
S	A	L	E	S	P	R	O	M	T	E	R	M	D	I	S	P	L	A	Y	M	A	N	P	O	
P	U	B	L	I	C	R	E	L	A	T	I	N	S	M	A	N	I	T	S	U	P	E	U	C	
C	A	Y	O	U	T	M	A	N	D	E	A	N	E	L	Q	U	S	A	M	E	S	E	C	L	
A	C	Y	W	X	S	T	O	C	D	I	S	T	R	I	B	U	T	O	R	E	L	A	M	T	
Y	E	S	C	R	E	D	I	T	S	U	R	E	A	U	M	A	N	G	E	R	S	T	I	S	
R	C	M	A	S	E	D	I	S	P	L	A	Y	D	E	S	I	G	N	E	R	T	U	V	O	
D	A	N	E	R	V	A	N	G	E	R	T	U	S	E	M	A	T	E	A	M	S	U	N	O	
A	T	E	E	P	O	N	E	S	U	R	V	E	N	O	R	B	A	M	J	O	B	B	E	O	
A	N	A	L	Y	S	T	I	C	S	P	L	A	Y	T	R	I	V	M	E	R	C	E	S	O	
T	B	A	I	N	E	E	M	E	P	V	E	T	W	Y	L	Q	U	I	D	A	T	O	P	S	
C	C	O	O	C	I	T	I	N	E	S	T	I	G	S	A	T	O	R	M	O	S	D	A	N	
D	E	E	P	E	S	N	T	A	T	V	E	S	E	T	A	S	S	O	E	R	B	T	D	O	
E	N	T	E	S	S	N	A	N	S	U	S	N	E	S	S	B	R	O	*M	N	T	R	U	G	

S	E ¹	R	V	C	E ²
Advertising Display Rotator	Collector	Credit Bureau Manager	Security	Illustrator	Display Designer
Owner/ Manager	Employment	Manufacturer's Representative	Credit Clerk	Consulting Surveyor	Auctioneer
Selling	Copywriter	Promotion	FREE	Jobber	Professional Demonstrator
Office	Resident Buyer	Assembler	Advertising Agency Manager	Service Representative	Financial Analyst
Coder	Business Broker	Maintenance	Professional Demonstrator	Liquidator	Importer
					Marketing Research

MARKETING CAREERS
WITH
BUSINESS SERVICES

PROMOTION

SELLING

BUYING

MARKETING
RESEARCH

MARKETING
MANAGEMENT
CONSULTING

OFFICE

SECURITY

EMPLOYMENT

MAINTENANCE

FINANCIAL

MEETING THE NEED IN BUSINESS SERVICES

Examples of ten different business needs are given below. For each of the needs described, you are to determine the category of business service which could fulfill that need and list it under the first column. In the second and third columns, identify two marketing careers which might be involved in providing that particular service. For the purpose of this assignment, you are not to identify the three common marketing careers in the first six categories.

NEED	SERVICE CATEGORY	MARKETING CAREERS
1. The owner of Jill's Children's Shop is not skilled in display, but recognizes the need for attractive window and interior displays which are changed on a regular basis.	_____	_____
2. Joe manufactures surf boards. He does not have a sales force of his own, but needs to have his line sold to appropriate wholesalers and retailers.	_____	_____
3. Jim plans to open a small gift shop featuring unique gift items from all over the world. He needs help in selecting and obtaining his inventory of merchandise.	_____	_____
4. Jane has just completed running a special, month-long sales promotion for her hobby shop. She is anxious to have a complete evaluation made of the campaign's effectiveness so that she might make future campaigns more successful. She doesn't have the time or the staff resources to do the study herself.	_____	_____
5. Bill, the owner of Bill's Radio and Television Repair, wants to extend credit to his customers, but because he is a "one-man show," he doesn't want the responsibility of determining the credit risk of his customers, sending them a monthly bill, or collecting current and past due accounts.	_____	_____

NEED	SERVICE CATEGORY	MARKETING CAREERS
6. The "Rough and Ready" jeans factory opens in six months. The Board of Directors must determine how the jeans should be distributed. None of the Board's members has had experience in marketing, and the factory personnel are only skilled in manufacturing.		
7. Brown's Department Store is experiencing serious losses from shoplifting. Something must be done to control it.		
8. The Twilight Sapper Club does a large volume of business. The manager wants to upgrade the image of his business by adding table cloths, but he doesn't want to supply his own.		
9. Dr. Ralph Brantley is a popular medical doctor in town. He is interested in subscribing to an answering service to handle all of his calls on the weekends and at night.		
10. Honest Joe Jones plans to run for mayor of the city. He plans to set up a temporary office for his campaign and needs the services of several secretaries and receptionists.		

PERSONAL SERVICES SEARCH

55

Listed below are twenty marketing careers in personal services. Can you find them in the puzzle on the next page? They can be found across, down, and diagonally. Seven of them are written backwards.

Butler	Kennel Operator
Bodyguard	Lady Attendant
Carwasher	Marina Attendant
Cemetery Director	Memorial Agent
Cemetery Worker	Meter Reader
Fumigator	Parking Lot Attendant
Funeral Attendant	Pest Control Operator
Funeral Chauffeur	Rental Agent
Funeral Director	Service Advisor
Groundskeeper	Service Station Attendant

PERSONAL SERVICES SEARCH

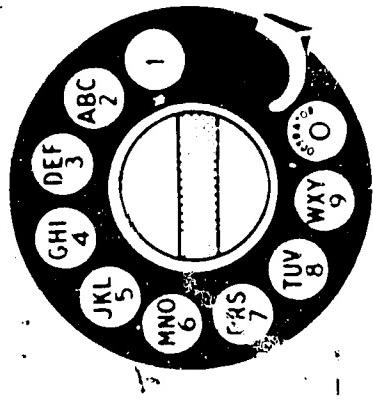
FUNERALCHAUFFEURBODYGUARD
UIOPYERTGHUTHKLJGDSAERTE
NINOLEKENNELOPERATORCKM1QT
EGHEASDGHUIOERIYULIKEIAMJN
RKJGROUNDSKEEPERERTMERIOE
AQWDEAFGHJKIOPERTYUEUIERG
LSDDEHRLIROTAGIMUFWEJKNIOA
DZSDSESADERTUOIOPIUVEERAUOL
INMJAKLITUOIQWERGHIDRIAUWA
RASDWEFMETERRADERIYOTLKI
EWERRMSADDIEIUERHGEJWITKLR
CIULADYATTENDANTINIOEESDO
TQSDCERCVCSKDIOPWTERNNNNM
OXZCBBNMKWEDAGHIAJKLDOP
ROSIVDAECIVRESNGCLVEZAYZM
WEDSFTGHUOIOPERITAERWNOP
RQWERTYUOIOPASDFGHGJKLTZC
EOIROTCERIDYRETEMECIOPWER
LAXDCFVGGBHNJMKLPKNOJIUHYE
TSERVICESSTATIONATTENDANT
SWSEDRFTGYHUJIKOLPLMKJNHS
BWEDEFTROTAREPOLORTNOCTSEP
ASWEDRFTGVBUJNICKLOPLME
PARKINGLOTATTENDANTRESERO

PERSONAL SERVICES SEARCH — KEY

F	U	N	E	R	L	C	H	A	M	O	P	Y	E	T	G	U	S	A	E	R	T	E
FUNERAL	CHAUFFEUR	BODYGUARD																				
U	U	I	O	P	Y	E	R	T	G	H	U	T	H	K	L	J	G	D	S	A	E	R
N	I	N	O	I	K	E	N	N	E	L	O	P	E	R	A	T	O	C	K	M	I	O
E	G	H	E	A	S	D	G	H	U	I	O	E	R	T	Y	U	I	K	E	I	A	M
R	K	J	G	R	O	O	U	N	D	S	K	E	E	P	R	T	M	E	R	I	O	E
A	Q	W	D	E	A	F	G	H	J	K	I	O	P	R	T	Y	U	E	U	I	E	G
L	S	D	E	H	R	L	I	R	O	T	A	G	I	M	U	F	W	E	T	I	N	O
D	Z	S	D	S	E	S	A	D	E	R	T	U	I	O	P	I	U	E	E	R	A	U
I	N	M	J	A	K	L	I	T	U	O	I	W	E	R	G	H	I	O	R	I	A	U
R	A	S	D	W	E	F	M	E	T	E	R	R	E	A	D	E	R	I	Y	O	T	L
E	W	E	R	R	M	S	A	D	I	E	I	U	E	R	H	G	E	J	W	I	T	K
C	I	U	L	A	D	Y	A	T	T	E	N	D	A	N	T	I	N	I	O	E	E	S
T	Q	S	D	C	E	R	C	V	C	S	'	K	D	I	O	P	W	T	E	R	N	N
O	X	Z	C	V	B	B	N	M	K	W	E	D	A	G	H	I	A	J	K	L	D	O
R	O	S	I	V	D	A	E	C	I	V	R	E	S	N	G	C	L	V	E	Z	A	Y
W	E	D	S	F	T	G	H	U	I	I	O	P	E	R	T	I	A	E	R	W	N	O
R	Q	W	E	R	T	Y	U	I	O	P	A	S	D	F	G	H	G	J	K	L	T	Z
E	O	I	R	O	T	C	E	R	I	D	Y	R	E	T	E	M	E	C	I	O	P	W
L	A	X	D	C	F	V	G	B	H	N	J	M	K	L	P	K	W	O	J	I	U	H
T	S	E	R	V	I	C	E	S	T	A	T	T	O	N	A	T	T	E	N	D	A	T
U	W	S	E	D	R	F	T	G	Y	H	U	J	I	K	O	L	P	L	M	K	J	N
B	W	E	D	F	T	R	O	T	A	R	E	P	O	L	O	R	T	N	O	C	T	S
A	S	W	E	D	R	F	T	G	V	B	H	Y	U	J	N	I	K	M	L	O	P	M
P	A	R	K	I	N	G	L	O	T	T	E	N	D	A	N	T	R	E	S	E	R	O

"PERSONAL SERVICES PLEASE"

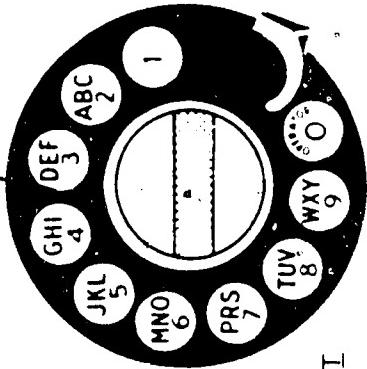
Using the numbers on the telephone dial, uncode each of the number groups below to reveal some marketing careers in personal services. Remember, each number represents three letters. For example, "6" could be M, N, or O.



1. 2686837288363268 C---T--- A---D---
2. 4768637533737 R---N---K---P---
3. 288537 B---L---
4. 73784237828466 S---V---S---T---T---E---D---
5. 73784232384767 E---V---A---V---R
6. 6274622288363268 M---R---T---E---A---
7. 73782668765 E---C---T---O---A---
8. 73682524368 R---N---A---T
9. 43637256262437 G---N---L---M---G---
10. 63837732337 E---E---E---E
11. 264625277478268 A---M---L---S---T---T
12. 638372432537 M---T---C---K---

"PERSONAL SERVICES PLEASE" — KEY

Using the numbers on the telephone dial, uncode each of the number groups below to reveal some marketing careers in personal services. Remember, each number represents three letters. For example, "6" could be M, N, or O.



1. 2 6 8 6 8 3 7 1 2 8 8 3 6 3 2 6 8 COUNTER ATTENDANT
2. 4 7 6 8 6 3 7 5 3 3 7 3 7 GROUNDSKEEPER
3. 2 8 8 5 3 7 BUTLER
4. 7 3 7 8 4 2 3 7 8 2 8 4 6 6 SERVICE STATION ATTENDANT
2 8 8 3 6 3 2 6 8
5. 7 3 7 8 4 2 3 2 3 8 4 7 6 7 SERVICE ADVISOR
6. 6 2 2 7 4 6 2 2 8 8 3 6 3 2 6 8 MARINA ATTENDANT
7. 7 3 7 8 2 6 6 8 7 6 5 6 7 3 7 2 8 6 7 PEST CONTROL OPERATOR
8. 7 3 6 8 2 5 2 4 3 6 8 RENTAL AGENT
9. 4 3 6 3 7 2 5 6 2 6 2 4 3 7 GENERAL MANAGER
10. 6 3 8 3 7 7 3 2 3 3 7 METER READER
11. 2 6 4 6 2 5 2 7 7 4 7 8 2 6 8 ANIMAL ASSISTANT
12. 6 3 8 3 7 2 4 3 2 5 3 7 METER CHECKER

PERSONAL SERVICES PLEASING THE PEOPLE

Personal service businesses are those which provide special services which are unique to the individual consumer's needs.

Personal service businesses which provide marketing career opportunities can generally be grouped into the following areas:

Personal Care—dry cleaning, diaper service, beauty salons.

Automotive Services—parking lot, service station, repair shops, car washes.

Home Maintenance—interior decorating, domestic service, pool care, lawn service, pest control.

Marine Services—fuel service, boat repair, dry dock storage.

Burial Service—cemeteries, funeral homes.

Pet Care—boarding kennels, grooming shops, training schools.

Protection—security services, detective agencies, bodyguard services.

Rental Agencies—equipment supply, storage space, trailers/truck leasing.

Utility Companies—electricity, gas, water.

Three classifications of careers are found in personal service businesses:

- a. Careers which actually produce the service
- b. Careers which promote and sell the service
- c. Careers which operate and manage the personal service business itself

The marketing careers found in all personal service businesses include those which *promote* and *market* the personal services as well as those which operate and manage the personal service businesses. In those personal service businesses, which specialize in one of the marketing functions, such as storage companies, marketing careers may also be found in actually providing the service itself.

Examples of marketing careers found in each category of personal services are:

MARKETING CAREERS COMMON TO ALL PERSONAL SERVICES

Owner-Manager

Directs and controls all activities, operations, and personnel involved in a business which produces and markets a special personal service.

Sales Agents

Assists the customer in selecting the service to suit his needs and handles the sales transaction; is sometimes called an attendant and may actually perform some service.

Service Advisor Gives the customer specific information concerning the service, rates, etc.; sometimes combined in small businesses with another job.

Some marketing careers which are found only within particular personal service businesses include:

MARKETING CAREERS UNIQUE TO PERSONAL SERVICES

Automotive Services

- Car Washer Cleans inside and/or outside of an automobile usually at an automatic washing unit; may also pump gasoline and write sales tickets.
- Cashier Totals bill and calculates tax, handles the closing of the service transaction at parking lots, auto repair shops, and car washes.
- Parking Lot Attendant Gives customer claim check, parks the car or directs customer to a spot.
- Service Station Attendant Assists motorists by filling gas tanks, washing windows, and checking oil.

Burial Services

- Cemetery Director Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.
- Cemetery Worker Prepares graves for burial and maintains cemetery grounds.
- Funeral Attendant Performs many tasks including movement of casket, escorting mourners, and assisting the director.
- Funeral Chauffeur Transports body from death place to mortuary to cemetery.
- Funeral Director Supervises all activities and personnel for burial preparation and services.
- Groundskeeper Maintains the grounds and monuments of a cemetery.
- Lady Attendant Prepares female bodies for funeral services and burial.
- Memorial Agent Handles arrangements and coordination of burial activities and personnel.
- Memorial Counselor Assists clients in selecting plots, and crypts, grave coverings, markers, and service details.

Home Maintenance

Butler	Greets guests, escorts them to sitting area, serves refreshments, and provides services as they are requested.
Fumigator	Treats a home infested with termites or other household pests.
Interior Decorator	Reviews house or apartment and makes recommendations on colors, furniture, drapes, and accessories; secures the necessary personnel to handle the work and supervises all activities.
Lawnman	Cares for the maintenance and appearance of lawns, shrubs, trees and related outdoor grounds areas for personal residences.
Pest Control Operator	Sprays inside and outside of homes to prevent bugs, termites, and pests.
Pool Serviceman	Inspects, cleans, adjusts, and repairs swimming pools, decks, and related equipment or materials.
Marina Services	
Marina Attendant	Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.
Personal Care Services	
Counter Attendant	Handles sales transactions, writing orders, obtaining and receiving merchandise.
Deliveryman	Transports merchandise which has been serviced or rented to and from customers, such as laundry, dry cleaning, and baby diapers.
Pet Care	
Groomer	Cleans and improves the personal appearance of pets, usually dogs.
Pet Assistant	Feeds and exercises pets who are being boarded, cleans cages and pets, may pick up and deliver animals.
Trainer	Teaches animals to obey on command and instructs owners in proper techniques of working with their pets.
Protection	
Bodyguard	Escorts client, watches for dangerous situations and persons, inspects lodging, transportation, and recreation settings.

Rental Agencies

Packer

Prepares goods which are going to be stored by customer in a warehouse and places it in the proper storage area.

Utility Companies

Meter Checker

Inspects meters to determine accuracy of readings and proper functioning.

Meter Reader

Checks utility meters, usually monthly, to determine amounts used by customer.

PERSONAL SERVICES SPIRAL

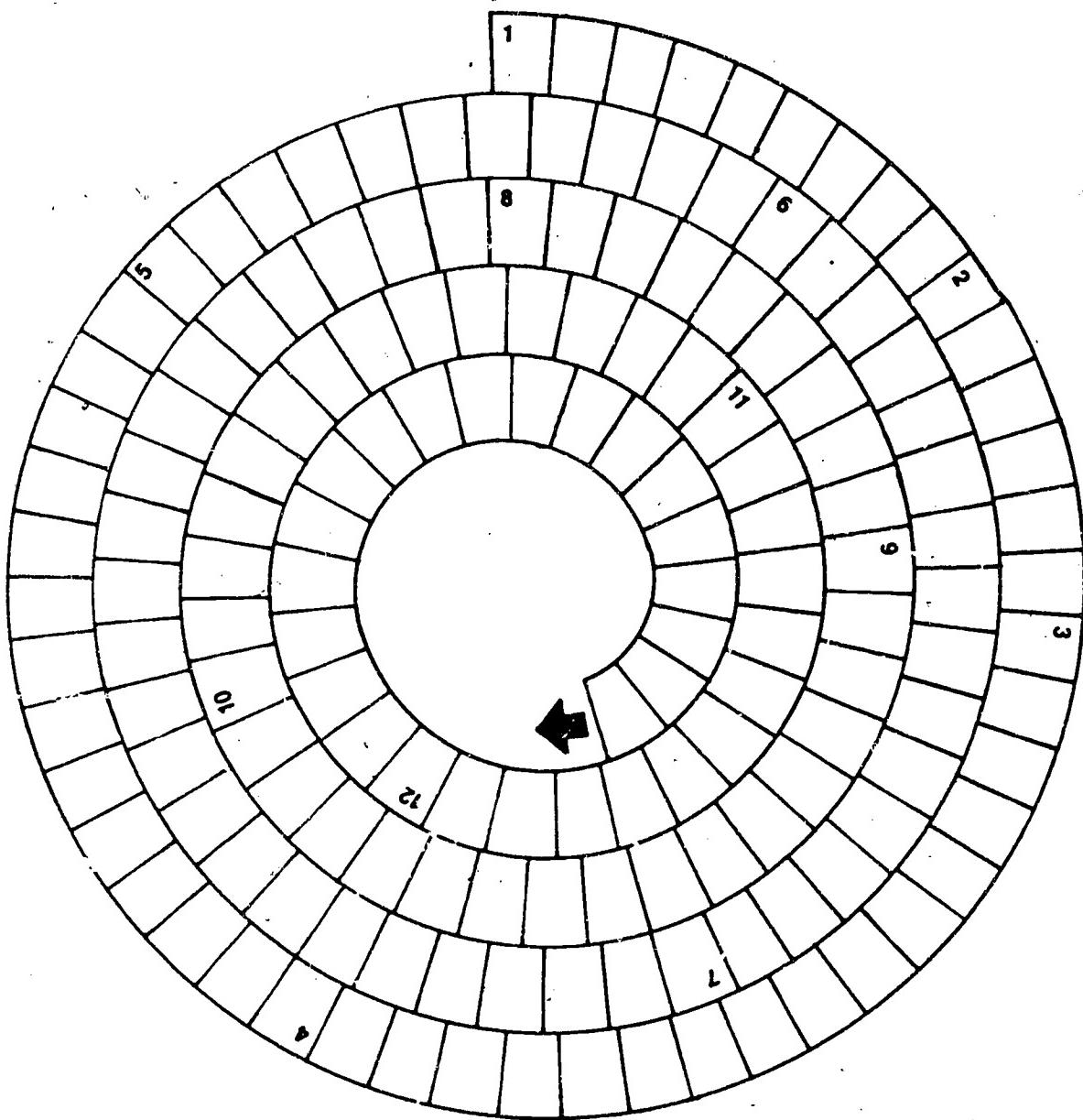
58

Read each of the job descriptions in personal services below and decide which marketing career is explained. Write that title in the blanks on the spiral puzzle on the next page.

JOB DESCRIPTIONS

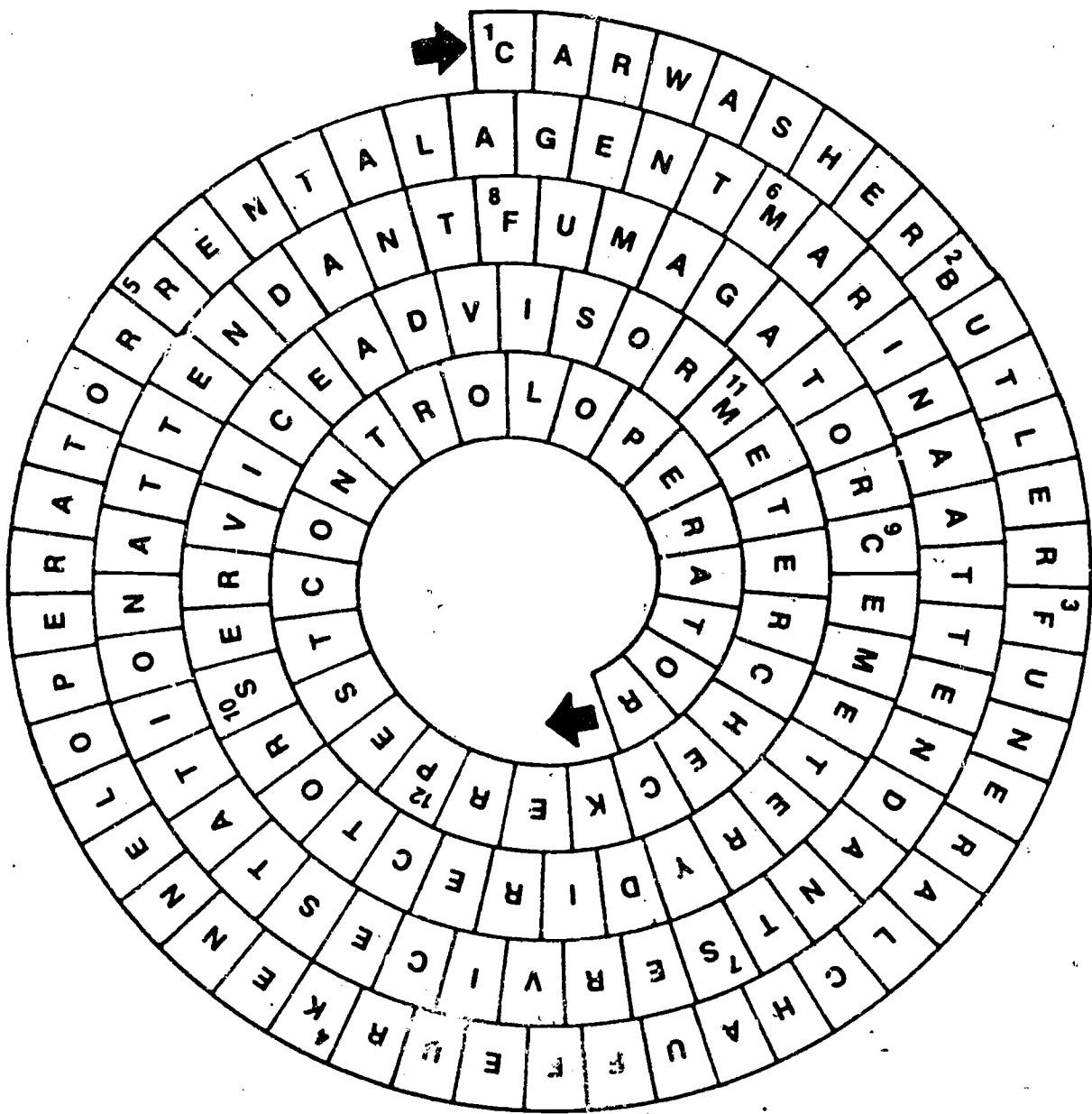
1. Cleans inside and/or outside of an automobile, usually at an automatic washing unit; may also pump gasoline and write sales tickets.
2. Greets guests, escorts them to sitting area, serves refreshments, and provides services as they are requested.
3. Transports body from death place to mortuary to cemetery.
4. Directs and controls all employees and activities for a business which boards animals.
5. Handles transactions for leased merchandise and gives information about its use.
6. Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.
7. Assists motorists by filling gas tanks, washing windows, checking oil and water.
8. Treats a home infested with termites or other household pests.
9. Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.
10. Gives customer information concerning the repair or improvement of merchandise.
11. Inspects meters to determine accuracy of readings and proper functioning.
12. Sprays inside and outside of homes to prevent bugs, termites and pests.

PERSONAL SERVICES SPIRAL



323

PERSONAL SERVICES SPIRAL—KEY



PERSONAL SERVICES SITUATIONS

59

In each of the situations below, people with marketing careers in personal services are faced with decisions to make. Show how you feel by placing an "X" along the line to indicate your response.

1. If you were a funeral director how would you treat a funeral attendant who made jokes while escorting mourners to the funeral service?

Boot 'Em Out Burt

Second Chance Stan

2. As a marina manager, you notice that your marina attendant has put boats in the wrong slips for the third time this week. How would you react to his mistakes?

Hard-Hearted Harry

Spongy, Soft Sally

3. A funeral chauffeur observed the Lady Attendant slipping a diamond ring from the deceased's finger into her pocket. How would you react?

Tell-All Timothy

Closed Mouth Clyde

4. The meter checker turned in his reports on incorrect readings made by meter reader # 11. When the meter reader found out about the report, he swore at the meter checker and slammed his fist on the desk. How would you react as the meter checker?

Disgusted Dennis

Laugh-It-Off Luke

5. The service station operator fired the night service station attendant because a customer had waited ten minutes to get gasoline while he talked on the phone. How do you feel about the operator's action?

Real Ripoff Randy

Right-On Richard

CLASSIFIED PERSONAL SERVICE CAREERS

Review the classified sections of newspaper and find job openings for ten marketing careers in personal services. Clip the ads and glue them in the first column. In the second column name the career and business involved. In the third column, identify at least one consumer situation that the marketing career person would handle for the advertising business.

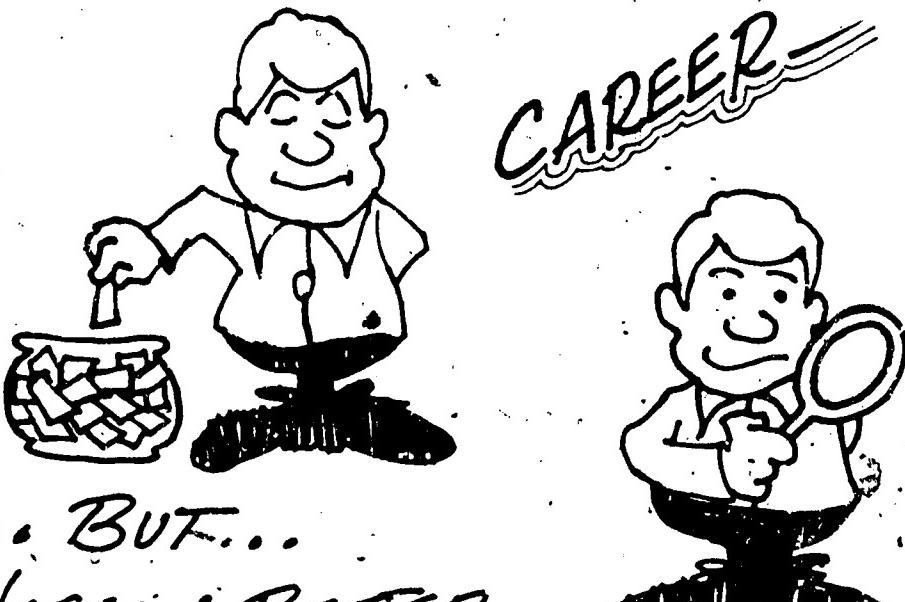
NEWSPAPER WANT ADS	CAREER AND BUSINESS	CONSUMER SITUATIONS

NEWSPAPER WANT ADS	CAREER AND BUSINESS	CONSUMER SITUATIONS

7-61

LODGING AND FOOD CAREERS

HERES ONE WAY TO SELECT A



... BUT ...
HERES A BETTER
WAY!

LOOK WITHIN YOURSELF. SEE WHAT YOU NEED AND WANT

Then pick out the job that matches your needs and wants.

Different people want different things from a career and job. Look at this list and pick the things you need and want.

Opportunity to advance
Security
Challenge and excitement
Satisfaction of seeing
results of your work

Good pay
Flexible work schedule
Selection of work
surroundings

Most people need and want everything we've listed above. How much each wants will vary from person to person.

IS THERE A JOB IN THE LODGING FOOD INDUSTRY THAT WILL SATISFY YOUR AMBITIONS?

.... To find out let's take a closer look at the industry.

LODGING AND FOOD CAREERS

Lodging businesses provide sleeping and resting accommodations to their guests. Lodging businesses include hotels, motels, and resorts. Many of them also provide food services. The food service industry provides customers with the convenience of prepared food and beverages. Types of food service businesses include restaurants, cafeterias, fast food operations, and catering firms. Together the food and lodging businesses are often called the hospitality industry.

In our mobile society, the demand for lodging and food services has increased tremendously throughout the nation. With Florida's many recreational and tourist industries drawing millions of tourists every year, the food and lodging services have become the leader in providing career opportunities. Some of the marketing careers available in food and lodging include:

MARKETING CAREER	JOB DESCRIPTION
Assistant Manager	Aids the restaurant manager in operating the business
Bell Captain	Organizes and supervises the activities of bellmen
Bellman	Provides special services for guests including baggage handling
Busboy	Clears and sets tables, aids waiters waitresses
Cashier	Handles payment of bills, cashing of checks, and making daily reports
Caterer	Plans, directs, and controls personnel and activities in the preparation and serving of food prepared and delivered to a client
Checker	Totals food items on cafeteria tray and places slip on customer's tray
Convention Coordinator	Organizes and oversees program and facilities activities for a meeting, assists guests in handling meeting details
Counter Girl	Serves food customers at quick-service seating
Doorman	Greets guests at the door, has baggage and automobile taken care of for customers
Elevator Operator	Runs the elevator for hotel guests and provides them information
Executive Assistant	Aids the innkeeper in supervising personnel and activities in a hotel motel
Executive Housekeeper	Inspects rooms and public areas for cleanliness and order and supervises housekeepers
Front Desk Supervisor	Coordinates all front desk activities and workers in a hotel motel

Head Waiter	Oversees all dining room activities and serving personnel
Hostess Host	Greets customers as they enter a dining area and escorts them to their table
Innkeeper	Directs and controls all lodging activities and personnel
Maitre d'	Supervises all food preparation and serving personnel
Night Manager	Supervises closing of day's books and arranging the following morning check-outs
Parking Attendant	Parks, secures, and returns a guest's automobile and gives him a claim check
Purchasing Steward	Purchases foodstuffs, equipment, and supplies for a food service business
Purchasing Manager	Directs all buying activities for a food/lodging chain
Recreation Coordinator	Plans, organizes, and supervises leisure activities for lodging guests
Reservation Clerk	Receives and handles advance room requests and arrangements
Restaurant Manager	Directs and coordinates all food service workers and activities
Room Clerk	Assists guests in selecting and registering for their rooms
Sales Manager	Supervises all personal selling and promotional personnel and activities for a hotel
Service Superintendent	Coordinates all public area activities and workers including baggage handlers, doormen, elevator operators, and maintenance personnel
Server	Takes order and serves food to cafeteria customers
Waiter Waitress	Answers questions concerning food, writes and places orders, and serves the customers

LODGING/FOOD SERVICES SCRAMBLE*

There are many different and interesting job opportunities in lodging and food. Many of these are listed below but first you must unscramble the letters to find out what they are.

1. KEINPNERE _____
2. TECEIVUEX NATTISSAS _____
3. LEBL PACNATI _____
4. LABMNEL _____
5. CISVEER RPSUTEDTNEIENN _____
6. TOFRN KEDS LERCK _____
7. HRCESIA _____
8. TNRRSVEEAOI RELCK _____
9. GTIHN AGMNEAR _____
10. RIENOECRTA CORODITANOR _____
11. RPAGNISCUH DEWTSAR _____
12. CXVEETIEU UKOEEREPHES _____
13. LEASS MRNEGAA _____
14. YOBUBS _____
15. AHDE AREITW _____
16. URTCOEN RILG _____
17. RAEWTI _____
18. TESWRIAS _____
19. SOHTSES _____
20. TRUNASATE EMAAGNR _____
21. VONCENIONT DOCCRNIOTAR _____
22. DITAIMER _____

*Developed and reprinted with the permission of Mr. William R. Muscatello.

LODGING/FOOD SERVICES SCRAMBLE* — KEY

There are many different and interesting job opportunities in lodging and food. Many of these are listed below but first you must unscramble the letters to find out what they are.

1. KEINPNERE
2. TECEIVUEX NATTIASSA
3. LEBL PACNATI
4. LABMNEL
5. CISVEER RPSUTEDTNEIENN
6. TOFRN KEDS LERCK
7. HRCESIA
8. TNRRSVEEAOI RELCK
9. GTIHN AGMNEAR
10. RIENOECRTA CORODITANOR
11. RPAGNISCUH DEWTSAR
12. CXVEETIEU UKOEEEREPEHES
13. LEASS MRNEGAA
14. YOBUBS
15. AHDE AREITW
16. URTCOEN RILG
17. RAEWTI
18. TESWRIAS
19. SOHTSES
20. TRUNASATE EMAAGNR
21. VONCENTIONT DOOCRNIOTOAR
22. DITAIVER

- | |
|-------------------------------|
| <u>INNKEEPER</u> |
| <u>EXECUTIVE ASSISTANT</u> |
| <u>BELL CAPTAIN</u> |
| <u>BELLMAN</u> |
| <u>SERVICE SUPERINTENDENT</u> |
| <u>FRONT DESK CLERK</u> |
| <u>CASHIER</u> |
| <u>RESERVATION CLERK</u> |
| <u>NIGHT MANAGER</u> |
| <u>RECREATION COORDINATOR</u> |
| <u>PURCHASING STEWARD</u> |
| <u>EXECUTIVE HOUSEKEEPER</u> |
| <u>SALES MANAGER</u> |
| <u>BUSBOY</u> |
| <u>HEAD WAITER</u> |
| <u>COUNTER GIRL</u> |
| <u>WAITER</u> |
| <u>WAITRESS</u> |
| <u>HOSTESS</u> |
| <u>RESTAURANT MANAGER</u> |
| <u>CONVENTION COORDINATOR</u> |
| <u>MAITRE D'</u> |

*Developed and reprinted with the permission of Mr. William R. Muscate '60.

H	O	T	E	L
RESTAURANT MANAGER	MAINTENANCE MANAGER	INNKEEPER	BELLMAN	CONVENTION COORDINATOR
HOSTESS HOST	HOSTESS WAITER	ROOM CLERK	BELL CAPTAIN	SERVICE SUPERINTENDENT
ASSISTANT MANAGER	WAITER WAITRESS	FREE	RESERVATION CLERK	EXECUTIVE HOUSEKEEPER
SERVER	CHEF/CHIEF COOK	ELEVATOR OPERATOR	EXECUTIVE ASSISTANT	FRONT DESK SUPERVISOR
BUSBOY	CASHIER	PARKING ATTENDANT	DOORMAN	CASHIER

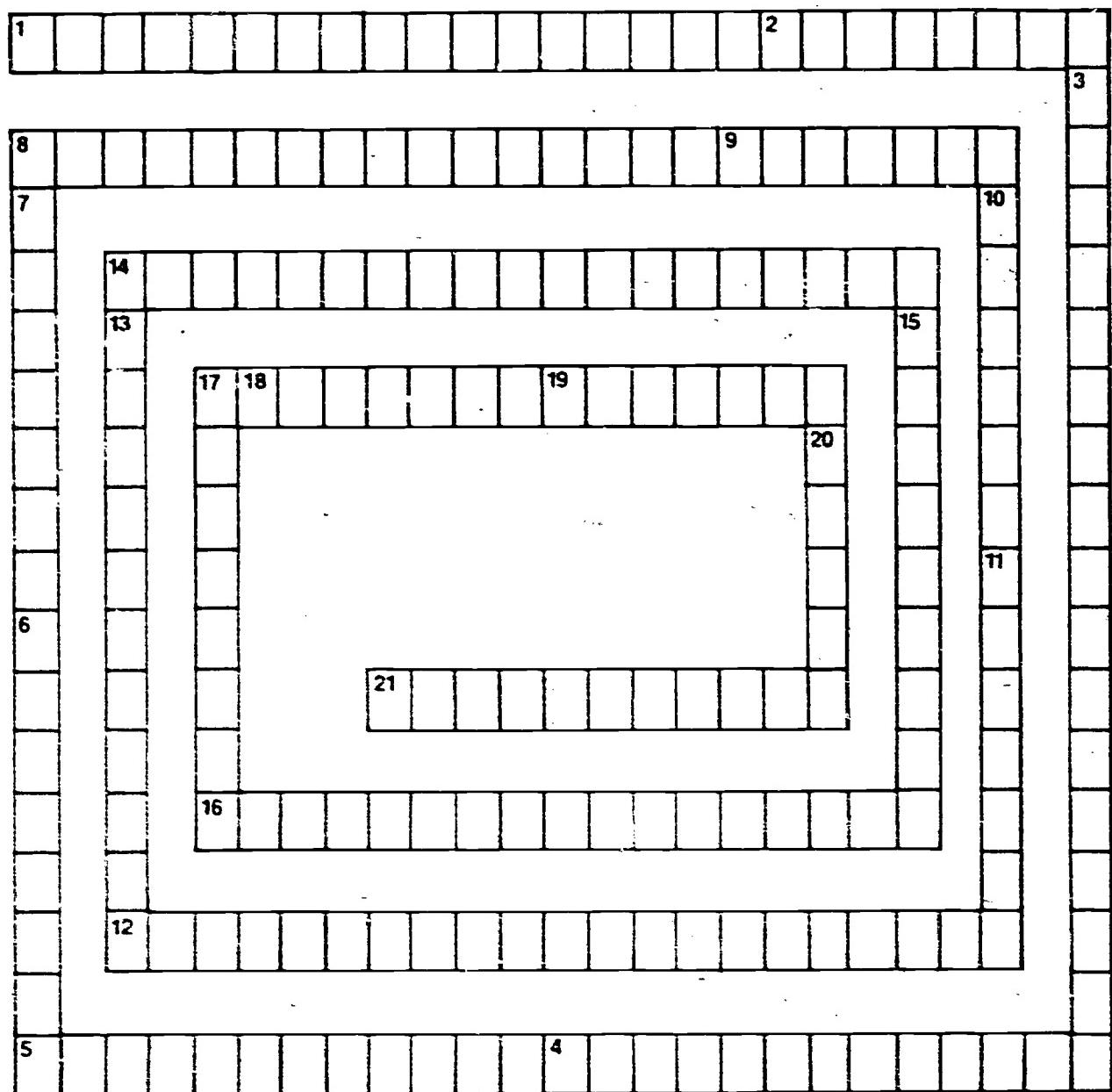
LODGING FOOD SERVICES PUZZLE

Read each of the job descriptions below and decide which marketing career in Lodging Food Services is explained. Write that career title in the appropriate numbered blanks of the puzzle on the following page.

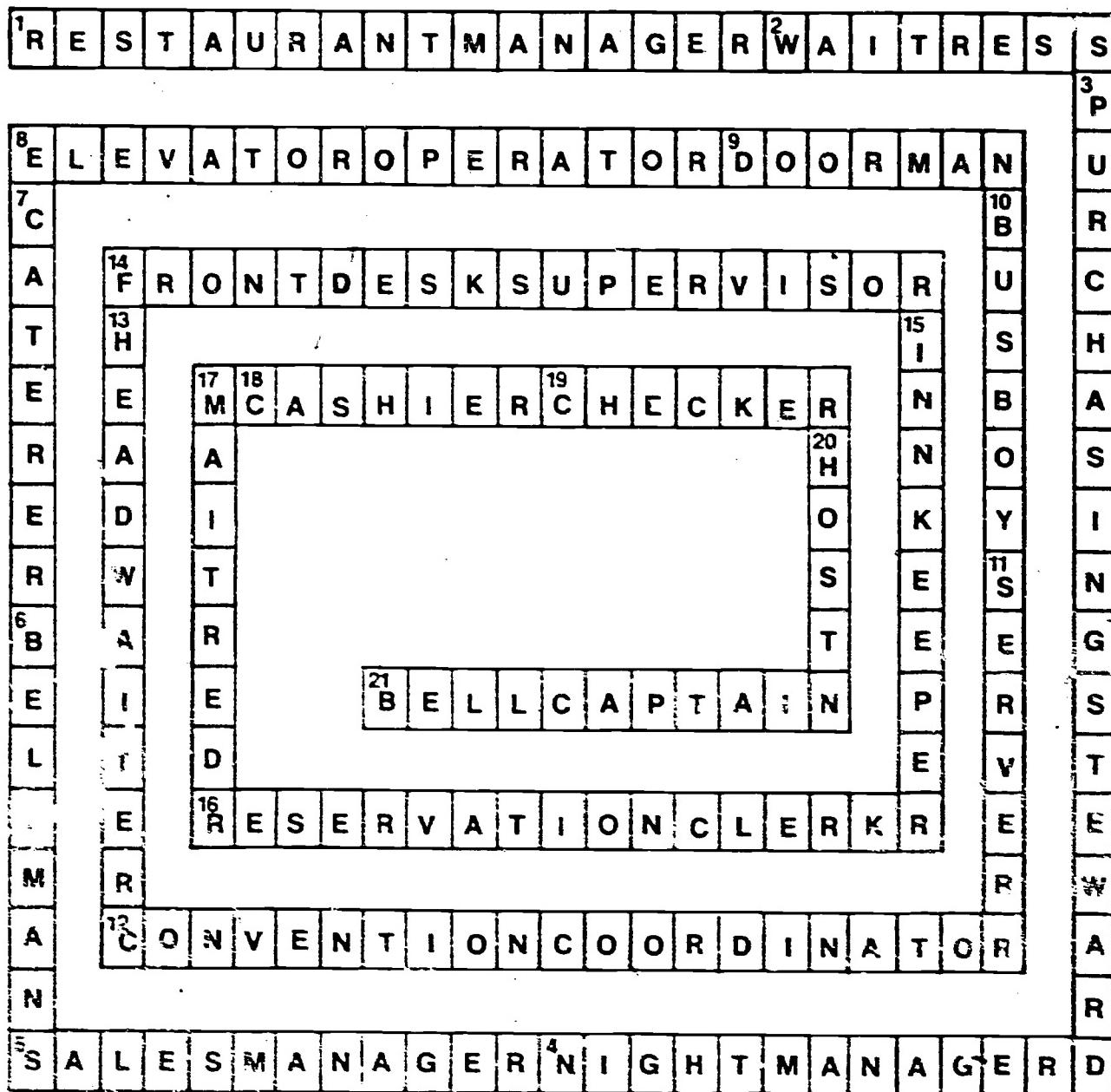
JOB DESCRIPTIONS

1. Directs and coordinates all food service workers and activities.
2. Answers questions concerning food, writes and places orders, and serves the customers.
3. Purchases foodstuffs, equipment, and supplies for a food service business.
4. Supervises closing of day's books and arranging the following morning check-outs.
5. Supervises all personal selling and promotional personnel and activities for a hotel.
6. Provides special services for guests including baggage handling.
7. Plans, directs, and controls personnel and activities in the preparation and serving of food prepared and delivered to a client.
8. Runs the elevator for hotel guests and provides them information.
9. Greets guests at the door, has baggage and automobile taken care of for customers.
10. Clears and sets tables, aids waiters waitresses.
11. Takes order and serves food to cafeteria customers.
12. Organizes and oversees program and facilities activities for a meeting, assists guests in handling meeting details.
13. Oversees all dining room activities and serving personnel.
14. Coordinates all front desk activities and workers in a hotel/motel.
15. Directs and controls all lodging activities and personnel.
16. Receives and handles advance room requests and arrangements.
17. Supervises all food preparation and serving personnel.
18. Handles payment of bills, cashing of checks, and making daily reports.
19. Totals food items on cafeteria tray, and places slip on customer's tray.
20. Greets customers as they enter a dining area and escorts them to their table.
21. Organizes and supervises the activities of bellmen.

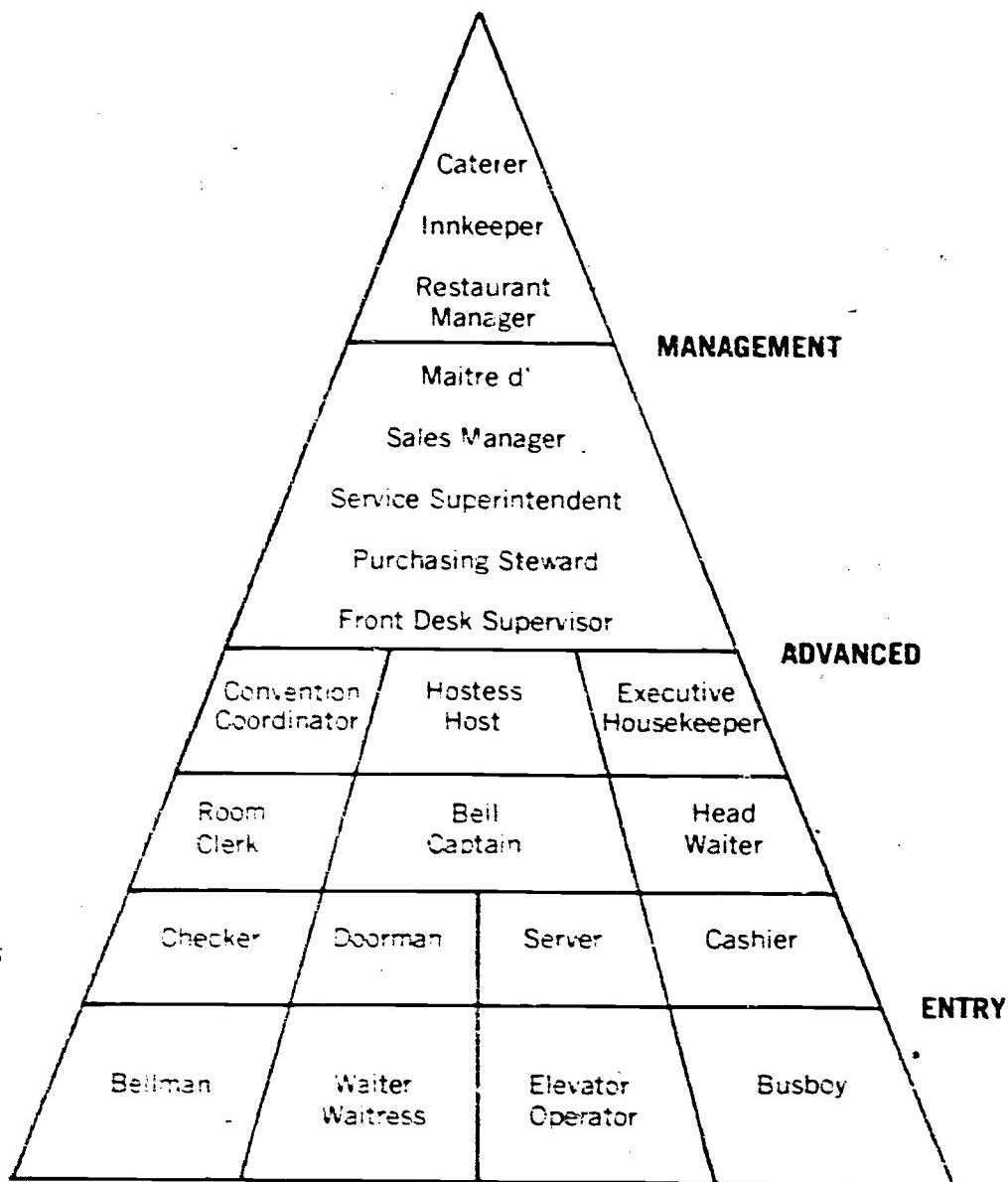
LODGING/FOOD SERVICES PUZZLE



LODGING/FOOD SERVICES PUZZLE—KEY



CAREER CHART



CAREER LADDERS IN FOOD AND LODGING

65

Personnel may begin and advance in the food and lodging industries in various ways. The career levels of the marketing careers below suggest several progression avenues:

Management Specialist

Caterer	Service Superintendent
Restaurant Manager	Innkeeper
Assistant Manager	Executive Assistant
Purchasing Steward	Sales Manager
Front Desk Supervisor	Night Manager

Maitre d'

Advanced Career

Convention Coordinator	Bell Captain
Executive Housekeeper	Head Waiter
Purchasing Steward	Recreation Coordinator
Room Clerk	Reservation Clerk

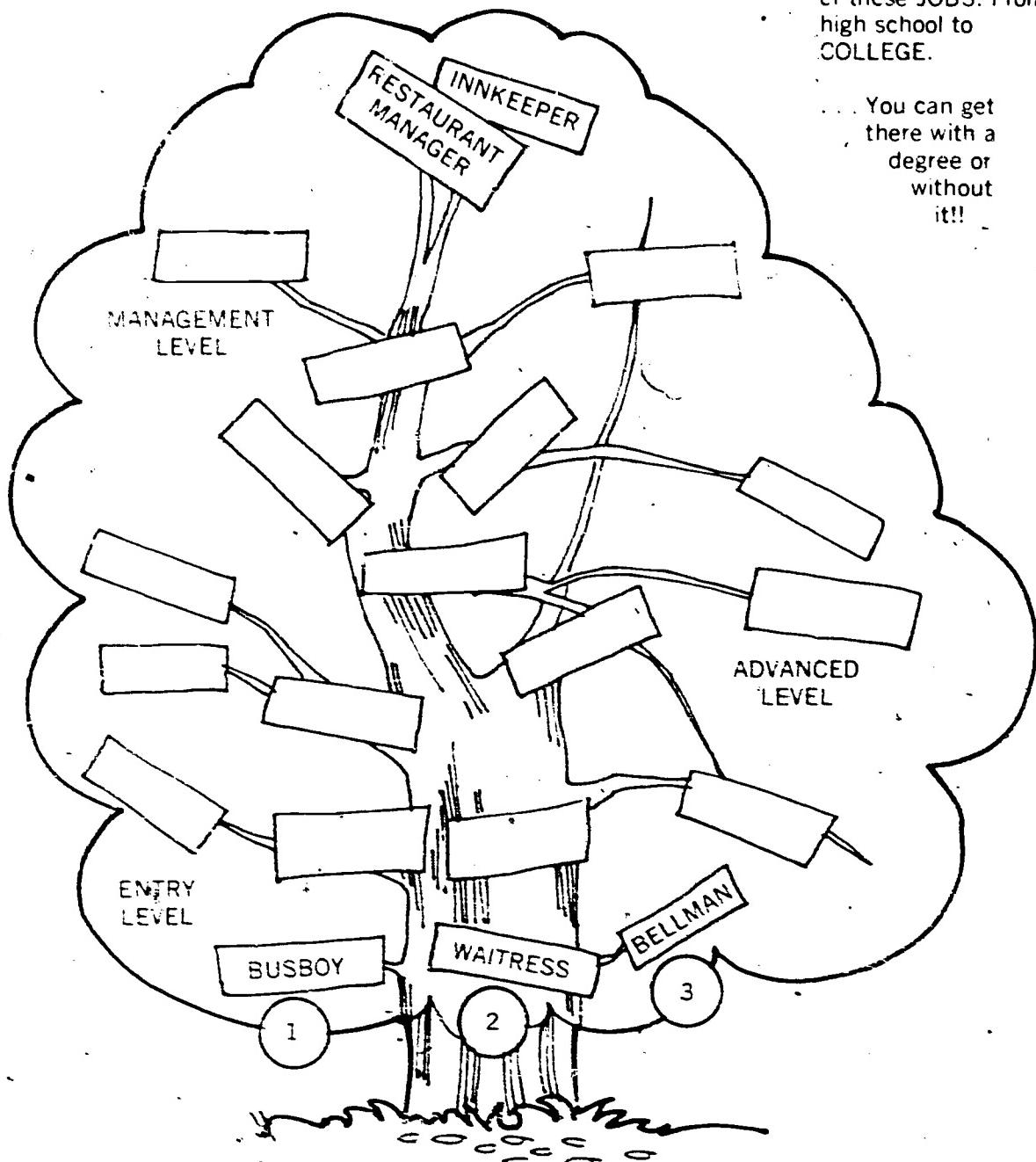
Host Hostess

Job Entry

Busboy	Checker
Bellman	Cashier
Counter Girl	Server
Doorman	Elevator Operator
Parking Attendant	Waiter / Waitress

D.E. can help you
get to the top in any
of these JOBS. From
high school to
COLLEGE.

You can get
there with a
degree or
without
it!!



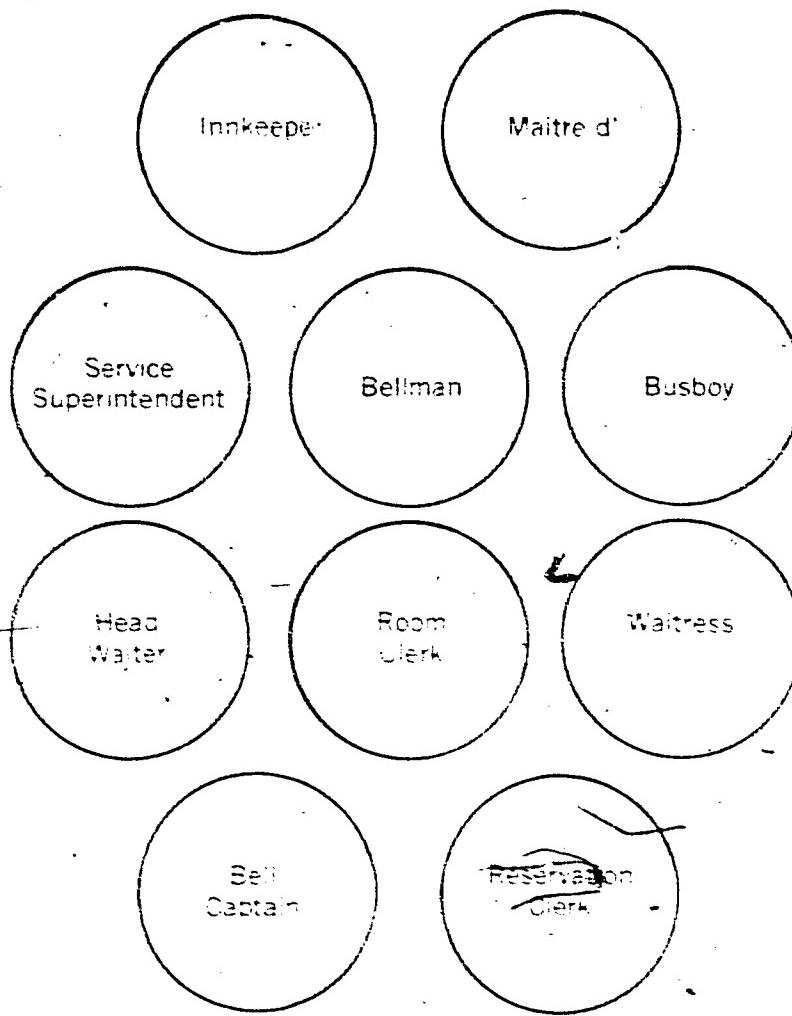
You fill in the
blanks to the TOP
JOBS

LODGING/FOOD BRAINTEASER*

You are going to develop a chart of lodging food service personnel. The chart has 36 squares. You have twelve career titles to place in the squares. One has been placed in the left top corner and one in the bottom right corner.

Arrange the other ten careers on the chart, so that each row, across, down, and diagonally, has two lodging food careers in it. In addition, the careers must be in the two columns which correspond to its career level. For example, a job entry career must be placed in the fifth and sixth columns.

Cut out each of the marketing career circles below and arrange them in the correct order so that two circles will be in each row—across, down, and diagonally, and four careers will be charted for each of the three career levels.



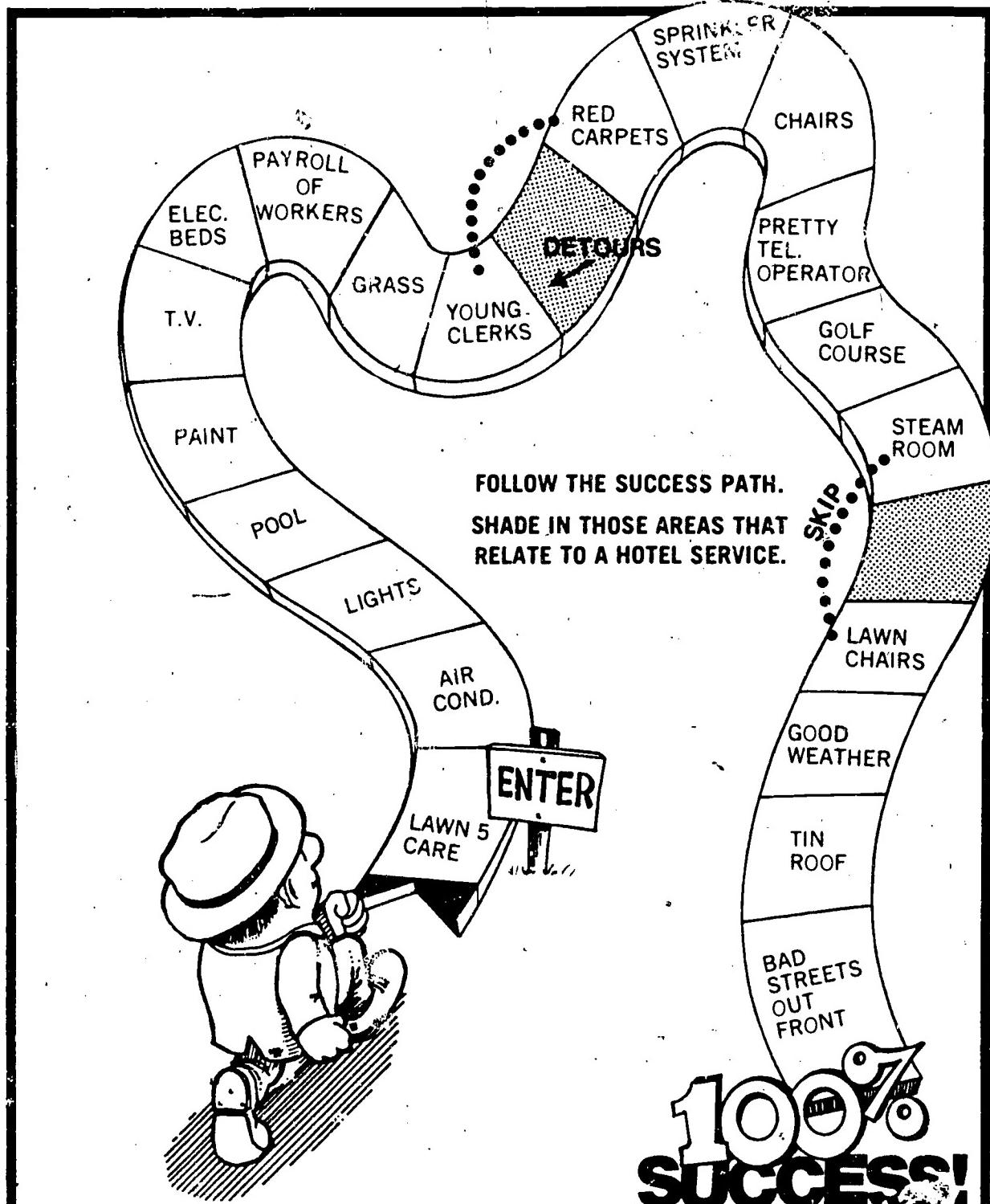
*Developed and reprinted with the permission of Miss Barbara J. Wilke

LUDWIG/FOUO BRAIN IFASER

LODGING/FOOD BRAINTEASER--KEY

MANAGEMENT/SPECIALIST	ADVANCED CAREER	JOB ENTRY
Restaurant Manager	Bell Captain	Waitress
	Room Clerk	
	Inn Keeper	Busboy
Maitred		Bellman
		Reservation Clerk
		Head Waiter
		Doorman

Careers within career levels do not have to be in circles shown.



SERVICES IN THE HOTEL/RESTAURANT

Many lodging businesses provide numerous services to their customers in providing them with room accommodations. Some of these include:

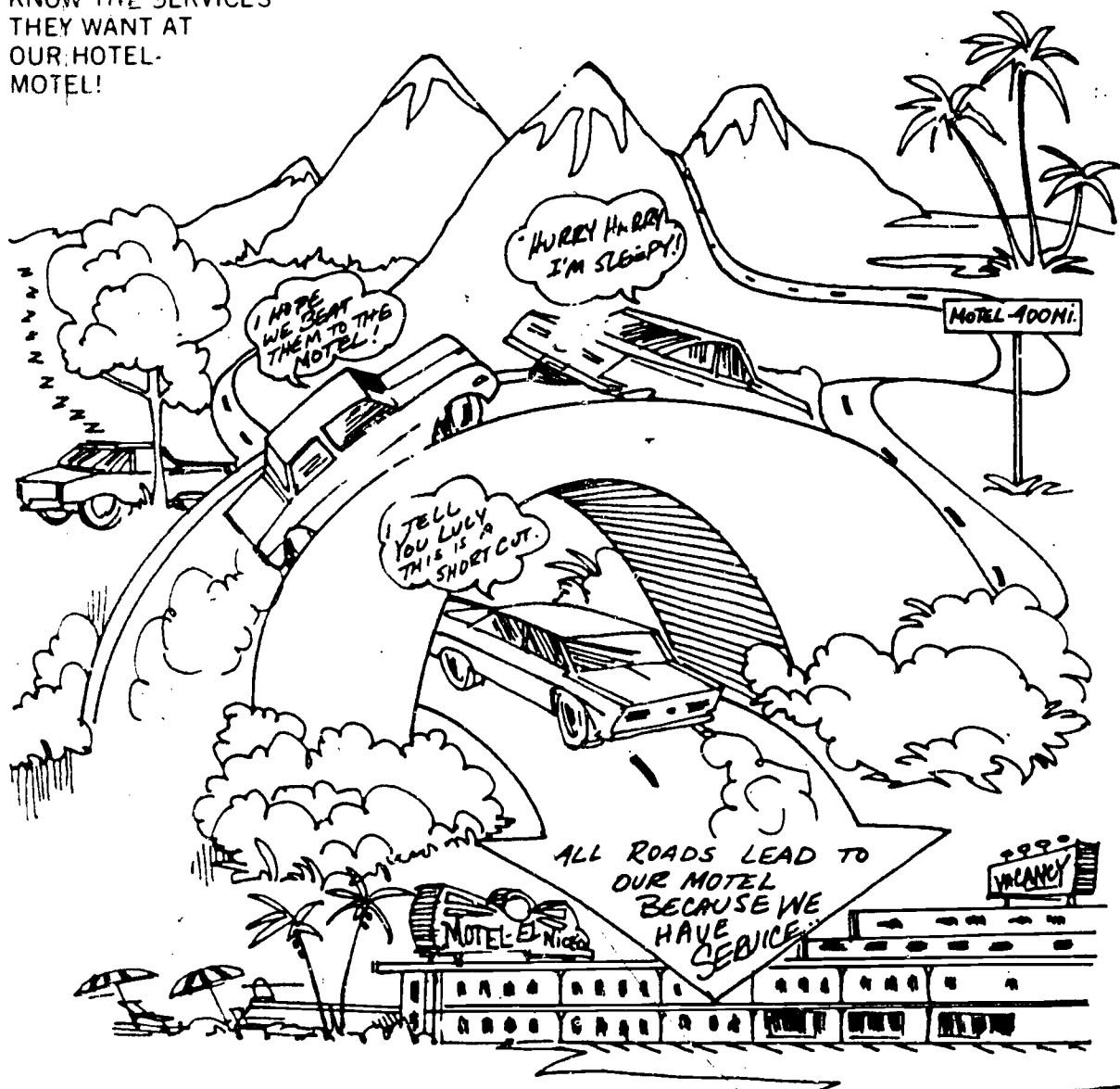
Entertainment	Room Service
Laundry/Cleaning	Limousine Service
Playground	Sports Facilities
Beauty/Barber Shops	Swimming Pool
Telephone/Messages	Baby Sitters
Television/Radio	Vending Machines
Take-out Service	Child's Menu

Can you think of some other services provided by hotels/restaurants?

Recreational facilities can have a great effect on the hotel and restaurant's success. Some which could help business are:

1. Helicopter rides
2. Boats to rent on beach
3. Rafts and lounge chairs
4. Horse back rides
5. Hot dog-stand and snack bar
6. Bicycles to rent
7. Underwater diving gear
8. Pin-ball machines
9. Dance land for dancing
10. Shuffle board
11. Carpet golf green
12. Pool
13. Steam bath facilities
14. Child-care center
15. Pet facilities
16. Water skiing facilities
17. Vending machines
18. Tennis court
19. Life guard
20. Movies and floor shows

TRAVELERS MUST
KNOW THE SERVICES
THEY WANT AT
OUR HOTEL-
MOTEL!



Put an X by the services you see in our Motel:

Desk Clerk _____
 Rooms _____
 Guest Parking _____
 Guest Rooms _____
 Pool _____
 Sun Deck _____
 Laundry _____

Transportation Services _____
 Beach _____
 Mail-Service _____
 Busboy _____
 Baby Sitter Service _____
 Good Food _____
 Beach Facilities _____

1. Which of the following is a desirable tourist service at a motel:
a. Car rental service c. Watch repair service
b. Insurance sales d. Gift shop
2. Which of the following is the most desirable service for a motel:
a. Steam-baths c. Restaurant facility
b. Carpet golf d. Baby sitting service
3. Which motel occupation would you choose if you were most interested in working with the motel guests on a frequent basis:
a. Executive housekeeper c. Motel manager
b. Maintenance engineer d. Recreational director
4. What would be the best way to promote your motel:
a. Word of mouth c. Brochures
b. Telephone d. Service stations
5. Which of the following factors would you consider in deciding which recreational services to offer:
a. Location c. Cost e. Only a and c
b. Average age of customers d. All of the above

TRUE OR FALSE

1. _____ All motels have recreational facilities.
2. _____ Recreational facilities must be planned to operate properly.
3. _____ Recreation and tourism are important to the operation of a motel.
4. _____ The local Chamber of Commerce can usually be of no help to motels.
5. _____ Tourism is one of the largest businesses in Florida.
6. In order to finance the buying of land from a real estate service, a company planning to build a hotel should use the services of a _____.
7. A hotel that wants to protect itself from loss by fire, theft, or law suit should use the service of _____.
8. A person who needs to borrow money to go on a vacation can use the services of a _____.

BUILDING A MODEL MOTEL

This unusual project idea provides ample opportunity for the students to design and construct a scale model motel of their own choice. The basic method of construction is identical regardless of the type of building selected.

The basic design is drawn on paper. From this drawing measurements are taken of the four sides of the house and these dimensions are transferred to cardboard. Windows are completely cut out while the doors are cut only on the top and one side (the bottom side is one end of the cardboard and the uncut side of door provides the hinge.) The four walls are placed on top of a piece of cardboard and with masking tape, they are held in position.* The roof is likewise constructed of cardboard and also held in place with masking tape. Coat the entire wall and roof surfaces of house with thin coat of rubber cement. Cut to length, as required, strips of cedar or birch bark. Coat the inner side of these strips with rubber cement and permit to dry. When dry, place on sides and roof of motel.

*On the piece of cardboard on which the motel sits, be sure to put a pool on the grounds and include any other recreational facilities you and the class agree on.

Tools

- | | | |
|----------|-------------|----------------------------|
| 1. Knife | 3. Scissors | 5. 1 $\frac{1}{2}$ " brush |
| 2. Ruler | 4. Pencil | |

Materials and Supplies

- | | | |
|------------------------|--------------------|-------------------|
| 1. Cedar or birch bark | 4. Flat toothpicks | 7. Cardboard |
| 2. Twigs | 5. Rubber cement | 8. Fine sandpaper |
| 3. Cellophane | 6. Masking tape | 9. Duco cement |

Activities in the Hotel/Restaurant

MOTEL ROOMS*

Instructions: Using the chart below, do the following:

1. Color all single rooms yellow.
2. Color all double rooms green.
3. Color all family rooms blue.
4. Place an X on the box which will show that the following rooms are occupied: 101, 202, 304, 103, 305, 301, 204, 105, 203, 205.
5. In the space below, write the numbers of the rooms that are empty and can be assigned to incoming guests:

Single
Room Numbers

Double
Room Numbers

Family
Room Numbers

DR 101	FR 102	SR 103	SR 104	FR 105
FR 201	DR 202	DR 203	FR 204	SR 205
FR 301	DR 302	DR 303	SR 304	SR 305

SR - Single Room

DR - Double Room

FR - Family Room

If you had a motel, what services would you provide to your guests?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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RESERVATION CONTROL CHART*

70b

Name of Hotel _____ Month _____

Dates

Room Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
000 (S)														
100 (D)														
101 (S)														
102 (S)														
200 (D)														
201 (S)														
202 (S)														
203 (S)														
300 (D)														
301 (D)														
302 (D)														

D = Double

S = Single

Problems

0. Example: Mr. Jones requests reservations for single room for July 8, 9, 10.
1. Mr. Burns requests reservations for a double room for July 3, 4, 5, 6, 7, 8.
2. Mr. Brunet requests reservations for a double room for July 1, 2, 3, 4.
3. Miss Able requests reservations for a single room for July 6, 7, 8, 9, 10, 11.
4. Mr. Karns requests reservations for a single room for July 9, 10, 11, 12, 13.
5. Mrs. Moon requests reservations for a single room for July 4, 5, 6.
6. Mr. Gill requests reservations for a double room for July 1, 2, 3, 4, 5, 6.
7. Miss Hope requests reservations for a single room for July 10, 11.
8. Mrs. Potter requests reservations for a double room for July 13, 14.
9. Mr. Webb requests reservations for a single room for July 1, 2, 3, 4, 5, 6.
10. Mrs. Noble requests reservations for a double room for July 8, 9, 10, 11, 12.

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FOOD SERVICE CLASSIFICATION

- A. Restaurant: Guest seated and served by waiter.
- B. Fast Food Service: Limited menu, has take-out service.
- C. Cafeteria: Varies Menu, choose your own meal.

Classify each food service business below using an "A", "B", or "C"

- | | |
|--|---|
| <input type="checkbox"/> 1. McDonald's
<input type="checkbox"/> 2. Morrison's
<input type="checkbox"/> 3. Red Lobster
<input type="checkbox"/> 4. Sandwich Shop
<input type="checkbox"/> 5. Burger King
<input type="checkbox"/> 6. Sambo's
<input type="checkbox"/> 7. Kentucky Fried Chicken
<input type="checkbox"/> 8. Pizza Hut
<input type="checkbox"/> 9. Maryland Fried Chicken
<input type="checkbox"/> 10. Davis Brothers | <input type="checkbox"/> 11. Frisch's Big Boy
<input type="checkbox"/> 12. The Imperial House
<input type="checkbox"/> 13. Stand n' Snack
<input type="checkbox"/> 14. The Hungry Fisherman
<input type="checkbox"/> 15. Top-of-the-World
<input type="checkbox"/> 16. Polynesian Palace
<input type="checkbox"/> 17. Howard Johnson's
<input type="checkbox"/> 18. Donut Shop
<input type="checkbox"/> 19. Pancake House
<input type="checkbox"/> 20. Dairy Queen |
|--|---|

Which food establishments would you choose for each of these meals?

Breakfast _____

Lunch _____

Dinner _____

What services do the various food service businesses provide to customers?

RECEIVED
1970

SCOTTIE STORES

AN ALL-AMERICAN RETAILER

POSITION

Waitress, Waiter, Cook

Part-time or Full-time

Call collect 212-555-1234

Or write: SCOTTIE STORES

100-102 W. 44th Street

New York, N.Y. 10036

Attention: Manager

Or call collect 212-555-1234

Or write: SCOTTIE STORES

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Cooks, Waitresses &

Cocktail Waitresses

Suburban Men's Shop

Experience required.

Start immediately.

Salary plus commission.

40 hour week. Apply

441 West Adams

RETAIL SALESMAN

Experience required.

Start immediately.

Salary plus commission.

40 hour week. Apply

441 West Adams

Immediate openings in following department:

• Custom Decor.

Full time employment program.

PERSONNEL

Montgomery Ward

10 a.m. - 10 p.m.

J.C. Penney

We know what you want.

An Equal Opportunity Employer.

HOME BUILDERS

SALES REP

Kings

EASTERN DIVISION

MANUFACTURERS

SALES OPPORTUNITY

Manufacturing products

and services

expansion

opportunities

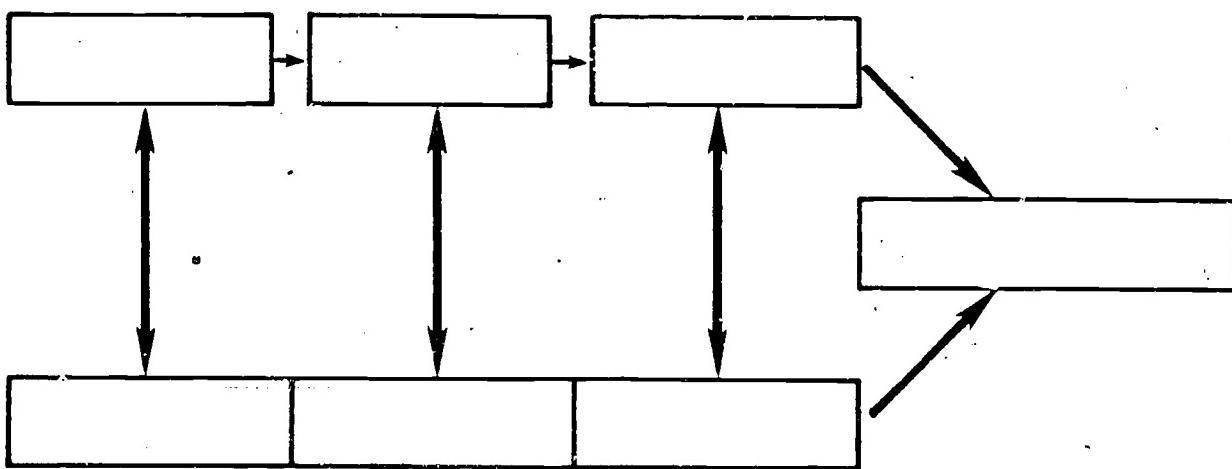
exist throughout the country.

For further information

call collect 212-555-1234

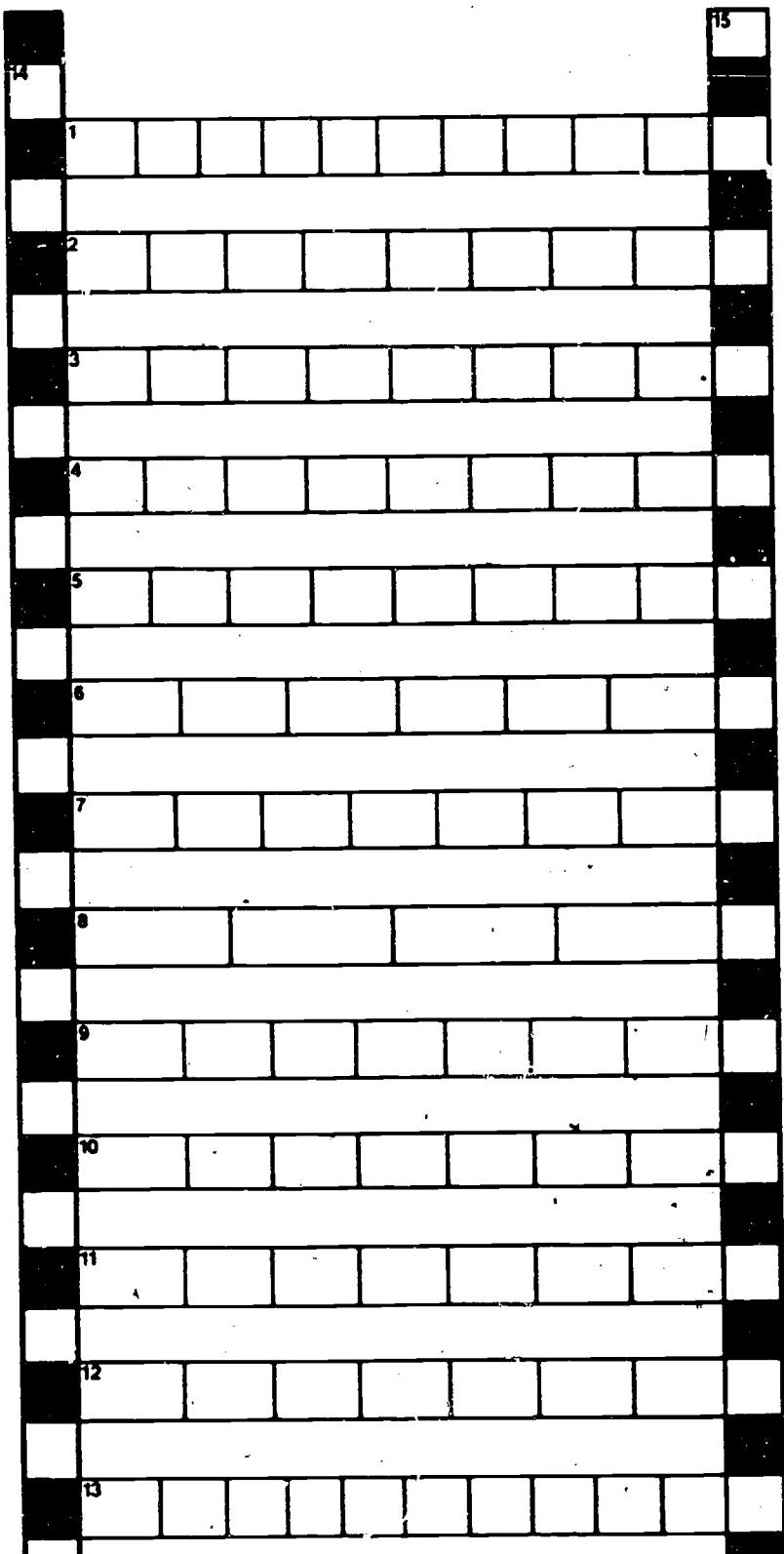
THE MARKETING SERVICES SCENE

1. Write each of the components in the channels of distribution in the correct order to show the most frequently used channel for goods.



2. Read each of the marketing descriptions below and decide which term is explained. Place that marketing term in the correct blanks of the puzzle on the next page.

1. acts as a middleman in distributing goods between the producer and the retailer
2. may be a manufacturer, converter, or an extractor (mining, or agriculture)
3. sells goods directly to the individual consumer; may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent
4. one who purchases goods and services for use, not for resale
5. involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems
6. supplies a business with the necessary materials needed for its use or resale to another business or consumers
7. includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption
8. are possibilities of financial loss to people or property by unforeseen or uncontrollable factors
9. provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers
10. deals with funds necessary for business operations and customer purchases
11. the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials
12. buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers
13. serves as a coordinator for all marketing activities
14. provides the service of physically moving property and people from one location to another
15. involves setting values or limits for the goods and services as well as the inspection and labeling to check conformity



3. Ten categories of service industries are shown in the boxes below. Decide which example fits each category and place its letter in the blank to the right of the category.

A. Hamburger Stand
B. Resort Cabin
C. Dry Cleaners
D. Marketing Consultants
E. Amusement Center

F. Realty Agency
G. Commercial Bank
H. Homeowner's Protection
I. Commuter Line
J. Telephone Company

1. Real Estate	_____
2. Finance	_____
3. Insurance	_____
4. Transportation	_____
5. Communication	_____
6. Recreation	_____
7. Business	_____
8. Personal	_____
9. Lodging	_____
10. Food Services	_____

4. Read each service situation below and decide which marketing activity is primarily involved. Write the activity in the blank provided.

1. Jason tallied the results of the customer survey which had been conducted with the hotel's guests.
2. Hazel checked all the salads on the line to be sure they had the proper amount in the bowls.
3. Nelson ordered one thousand lease forms for his real estate agency's rental department.
4. Duncan created a magazine ad for the company's new appliance repair client.
5. Marcus drove the delivery truck to the business' receiving door to unload.
6. Sam stacked the boxes of deposit and withdrawal slips on the storeroom shelves.
7. Albert reviewed the policy application in deciding whether to issue the homeowner's insurance policy.

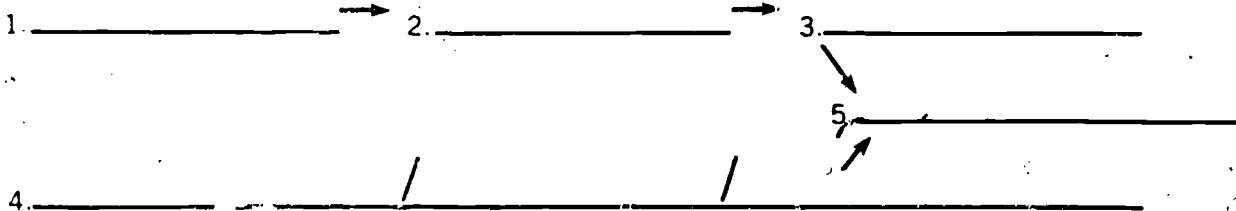
8. Clara examined the loan application before approving the automobile loan for the applicant.
9. Eric explained to the golfer the advantage of buying a club membership instead of paying separate greens fees each time.
10. Fran called all the operators together to inform them on new telephone regulations and policies.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

THE MARKETING SERVICES SURVEY

1. Identify each of the five major components in the most frequently used channel of distribution by drawing a picture of each and labeling each in the blank provided. Be sure they are in the correct order to show the flow of goods and services.



2. For each of the descriptions below, identify the correct marketing term and write the term in the appropriate blank.

- _____ 1. acts as a middleman in distributing goods between the producer and the retailer.
- _____ 2. may be a manufacturer, converter, or an extractor (mining or agriculture).
- _____ 3. sells goods directly to the individual consumer, may buy goods directly from the manufacturer or producer, from a wholesaler, or from a special agent.
- _____ 4. one who purchases goods and services for use, not for resale.
- _____ 5. involves the gathering of information so that marketing managers can make sound decisions and solve marketing problems.
- _____ 6. supplies a business with the necessary materials needed for its use or resale to another business or consumers.
- _____ 7. includes all the activities involved in acquiring and distributing goods and services for processing, business use, or personal consumption.
- _____ 8. are possibilities of financial loss to people or property by unforeseen or uncontrollable factors.
- _____ 9. provides the time and space necessary to house merchandise until it is needed for industrial purposes or distribution to consumers.
- _____ 10. deals with funds necessary for business operations and customer purchases.
- _____ 11. the process of assisting or persuading a customer to make a wise buying decision through personal contact or sales promotion materials.

- _____ 12. buy from and sell to manufacturers, wholesalers, and retailers, as well as to consumers.
- _____ 13. serves as a coordinator for all marketing activities.
- _____ 14. provides the service of physically moving property and people from one location to another.
- _____ 15. involves setting values or limits for the goods and services, as well as the inspection and labeling to check conformity.

3. In the left column are ten categories of service industries and in the right column are ten examples of service business. Match each example to its category by placing the letter of the example in the blank to the left of its category.

- | | |
|-------------------------|----------------------------|
| _____ 1. Real Estate | A. Restaurant |
| _____ 2. Finance | B. Boarding House |
| _____ 3. Insurance | C. Beauty Salon |
| _____ 4. Transportation | D. Advertising Agency |
| _____ 5. Communication | E. Movie Theatre |
| _____ 6. Recreation | F. Land Developer |
| _____ 7. Business | G. Credit Union |
| _____ 8. Personal | H. Auto Protection Company |
| _____ 9. Lodging | I. Car Rental Agency |
| _____ 10. Food Services | J. Telegraph Company |

4. Read each service situation below and decide which marketing activity is involved. Write that activity in the blank provided.

- _____ 1. Barbara called policyholders on the telephone to assess the service provided by the company's agents.
- _____ 2. Greg checked the mortgage to be certain all necessary legal terms and descriptions were included.
- _____ 3. Emma ordered one hundred dozen hangers for her dry-cleaning business.

- _____ 4. Harper suggested to the customer that he let Harper fertilize the lawn the next time he cut it.
- _____ 5. Paul selected the best way to send the game machines to branch funland centers.
- _____ 6. Ike unpacked the boxes of mustard and arranged the jars on the storeroom shelves.
- _____ 7. Kim estimated the chances of a fire destroying the motel units.
- _____ 8. Quinn calculated the commissions due the insurance salesmen for the policies sold.
- _____ 9. Stan developed a colorful brochure for the airline's special vacation packages.
- _____ 10. William called a meeting of all bank tellers to explain procedures for working at the new drive-in windows.

THE REAL ESTATE SCENE

1. Listed below are five categories of real estate businesses. Identify three marketing careers which can be found in each of them in the blanks provided.

Agencies	Investors	Operations	Construction	Government

2. Study each of the real estate activities below and decide which real estate career is described. Write the title in the blanks provided.

a. Marcia showed her clients three houses her agency had listed for sale.

b. Olivia checked all the county records to see if any claims existed against the land.
_____ / _____

c. Tim bought several pieces of land and resold them in a month for quick profits.
_____ / _____

d. Van bought some vacant acreage, built forty homes, and sold them at a profit.

e. Jill inspected the houses on Florida Avenue and determined the taxes due on them.

f. George collected the rents from the tenants in the apartment complex.
_____ / _____

g. Della prepared the papers for the closing of the building construction loan.
_____ / _____

h. Art persuaded five property owners to rent their property for billboard sites.
_____ / _____

i. Sam rechecked his figures for the bid he was making on constructing the office building.

j. Charlotte directed that no commercial or industrial businesses could be housed in the Lakeside Estates area.
_____ / _____

3. Read each of the following real estate situations and predict which real estate business and careers would best handle the situation. Place your answers in the spaces given.

- a. Margaret planned to sell her lot herself, but she needed to know its value.

CAREER

--	--	--	--	--	--	--	--

BUSINESS

--	--	--	--	--	--

- b. Harvey found some property he had decided to buy from the owner, but he wanted to be sure there were no unsettled claims against it.

CAREER

--	--	--	--

--	--	--	--	--	--	--

BUSINESS

--	--	--	--	--	--	--	--

- c. Dorothy wanted to have a house built on the riverfront lot she had purchased.

CAREER

--	--	--	--	--	--	--	--

BUSINESS

--	--	--	--	--	--	--	--	--	--

- d. Earl wanted to know if he could build a warehouse in a certain section of the city.

CAREER

--	--	--	--	--

--	--	--	--	--	--	--	--	--

BUSINESS

--	--	--	--	--	--	--	--

THE REAL ESTATE SURVEY

1. Listed below are five categories of real estate businesses. Identify three marketing careers which can be found in each of them in the blanks provided.

Agencies

Investors

Operations

Construction

Government

2. Study each of the real estate activities below and decide which real estate career is described. Write the title in the blanks provided.

- a. James collected the rents from the tenants in the apartment complex.

_____ / _____

- b. Karen prepared the papers for the closing of the building construction loan.

_____ / _____

- c. Ted persuaded five property owners to rent their property for billboard sites.

_____ / _____

- d. Jake rechecked his figures for the bid he was making on constructing the office building.

_____ / _____

- e. Jeanette directed that no commercial or industrial businesses could be housed in the Lakeside Estates area.

_____ / _____

- f. Marie showed her clients three houses her agency had listed for sale.

_____ / _____

- g. Heather checked all the county records to see if any claims existed against the land.

_____ / _____

- h. Tony bought several pieces of land and resold them in a month for quick profits.

_____ / _____

- i. John bought some vacant acreage, built forty homes, and sold them at a profit.

j. Sue inspected the houses on Florida Avenue and determined the taxes due on them.

3. Read each of the following real estate situations and predict which real estate business and careers would best handle the situation. Place your answers in the spaces given.

- a. Jack wanted to know if he could build a warehouse in a certain section of the city.

CAREER

<input type="checkbox"/>												
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

BUSINESS

<input type="checkbox"/>									
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- b. Earline wanted to have a house built on the riverfront lot she had purchased.

CAREER

BUSINESS

<input type="checkbox"/>												
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- c. Harold found some property he had decided to buy from the owner, but he wanted to be sure there were no unsettled claims against it.

CAREER

BUSINESS

<input type="checkbox"/>												
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

- d. Hazel planned to sell her lot herself, but she needed to know its value.

CAREER

BUSINESS

<input type="checkbox"/>												
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

THE FINANCIAL SCENE

1. Each of the boxes below contains a kind of business. See if you can identify three of the financial careers available in the businesses. Write the career titles in the blanks provided.

Commercial Bank

Finance Company

Stock Exchange

Credit Card Company

Credit Manager

2. Study each job description below. Place the appropriate career title in the blanks provided to the left of the description.

- _____ 1. Approves loans for applicants of a finance company.
- _____ 2. Represents securities brokers on stock exchange floor.
- _____ 3. Handles bank receipts and pays out money for checking, savings, and loans.
- _____ 4. Okays amounts of credit purchases by customers in a retail store.
- _____ 5. Assists clients in the buying, selling, or trading of stocks.

- 6. Controls and organizes all activities with a bank.
 - 7. Reviews credit information and application with loan applicant.
 - 8. Receives, examines, and delivers securities deposited for safekeeping.
 - 9. Assists shareholders in credit union transactions.
 - 10. Oversees all credit accounts for a credit card company.
3. Described below are a consumer and a business financial situation. If you were in each situation, which financial personnel and business would need to be involved to handle the situation? Write your answers in the blanks given.

Consumer: Darren Trap plans to spend this summer traveling around the country, but he does not want to carry all that cash around with him. He is concerned that his personal checks will not be accepted everywhere. What career personnel and business would you recommend for Darren Trap?

Business: _____ Careers: _____

Business: American Auto Repair needs \$1000 to pay for a new shipment of parts. The owner has good credit and does not want to pay high interest rates. What business and career employees would you suggest for the owner?

Business: _____ Careers: _____

THE FINANCIAL SURVEY

1. Listed below are five types of service businesses that are financial institutions. Underneath each of them, name three financial careers which could be found within that business.

Commercial Bank

1. _____
2. _____
3. _____

Finance Company

1. _____
2. _____
3. _____

Stock Exchange

1. _____
2. _____
3. _____

Credit Card Company

1. _____
2. _____
3. _____

Credit Union

1. _____
2. _____
3. _____

2. Read each of the job descriptions below and place the right career title in the blanks provided.

1. Examines, evaluates, and approves credit applications for a bank loan.
2. Checks credit information on a loan application to a finance company.
3. Directs all monetary programs and transactions within a bank.
4. Receives, examines, and delivers securities deposited for safekeeping.
5. Reviews credit information and application with loan applicant.
6. Controls and organizes all activities with a bank.
7. Assists clients in the buying, selling, or trading of stocks.
8. Okays amounts of credit purchases by customers in a retail store.
9. Handles bank receipts and pays out money for checking, savings, and loans.

10. Represents securities brokers on stock exchange floor.

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

- 3.- Described below are a consumer and a business financial situation. If you were in each situation, which financial career personnel and business would you need to handle the situation? Give your answers on the lines shown.

Consumer: Nelson Banks plans to spend this summer traveling around the western part of Europe. He does not want to carry a lot of cash with him and he's not quite sure if he has enough on hand. He expects a large dividend check from his stocks when he gets back. What business and marketing career personnel would you see if you were Nelson?

Business: _____ Careers: _____

Business: The Store needs \$1000 to pay for a new shipment of merchandise. The owner and the business have a good credit rating. The owner asks you for a suggestion. What financial business and career personnel would you recommend?

Business: _____ Careers: _____

THE INSURANCE SCENE

1. Study each of the marketing career titles below and place an "I" in the blank to the left of the twelve which are careers in insurance.

<input type="checkbox"/> Telephone Surveyor	<input type="checkbox"/> Policy Writer
<input type="checkbox"/> Marine Insurance Specialist	<input type="checkbox"/> Merchandise Manager
<input type="checkbox"/> Sales Agent	<input type="checkbox"/> Claims Adjuster
<input type="checkbox"/> Display Manager	<input type="checkbox"/> Real Estate Salesman
<input type="checkbox"/> Field Representative	<input type="checkbox"/> Premium Rate Clerk
<input type="checkbox"/> Ad Layout Man	<input type="checkbox"/> Importer-Exporter
<input type="checkbox"/> Underwriter	<input type="checkbox"/> Salvor Agent
<input type="checkbox"/> Independent Agent	<input type="checkbox"/> Airline Stewardess
<input type="checkbox"/> Insurance Broker	<input type="checkbox"/> Claims Analyst
<input type="checkbox"/> Sales Promotion Director	<input type="checkbox"/> Insurance Coordinator

2. Listed in the two columns below are twelve marketing careers in risk. Underneath these career titles are ten job descriptions. Place the letter of the career title in the blank to the left of its correct job description.

- | | |
|--------------------------|--------------------------|
| a. Branch Manager | g. Insurance Sales Agent |
| b. Field Representative | h. Independent Agent |
| c. Insurance Broker | i. Policy Writer |
| d. Claims Adjuster | j. Premium Clerk |
| e. Underwriter | k. Claims Analyst |
| f. Insurance Coordinator | l. Salvor Agent |

- | |
|--|
| <input type="checkbox"/> 1. studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations |
| <input type="checkbox"/> 2. represents the client in purchasing insurance from the company which best meets that customer's needs |
| <input type="checkbox"/> 3. sells insurance as an agent for several companies |
| <input type="checkbox"/> 4. sells policies and services customers for one company |
| <input type="checkbox"/> 5. trains, advises, and inspects agents |
| <input type="checkbox"/> 6. supervises and coordinates all activities for the company in that office or territory |
| <input type="checkbox"/> 7. sells or disposes of the damaged property after claims |
| <input type="checkbox"/> 8. checks property damages to see if the losses are covered and determines the amount of the reimbursement to insured |
| <input type="checkbox"/> 9. checks life and health losses for payment |
| <input type="checkbox"/> 10. studies policy and risk factors to determine the correct classifications and calculates the premium |

3. Described below are two situations—one consumer and one business—for you to study and recommend necessary insurance coverages. In handling the situations, certain insurance career personnel could be involved. Study the situations and relate five coverages and five careers for each of the situations in the spaces provided.

Consumer Situation

Mark Stevens is a young married man with a wife and two small children. He and his wife have just bought a home and they own two cars. Mark works for a large wholesaler that offers all health coverages at reduced group rates, but no life insurance. His company contributes to all social insurance state and federal plans. What coverages would you suggest for Mark and his family? What careers would be involved?

CAREERS

COVERAGES

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

Business Situation

Belinda Davis is the owner and manager of a large restaurant that has eighteen employees and grosses \$600,000 a year. Belinda does not know a great deal about insurance and wants to be sure that she is covered if anything happens to her customers, employees, and property. She also wants to provide for her children in case she should die and leave the business without a manager since she is a widow. What coverages would you recommend to her? What careers could be involved? Remember only one sales representative would be included.

CAREERS

COVERAGES

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

THE INSURANCE SURVEY

1. Listed below are twenty careers in marketing. Circle the twelve careers which are found in the field of insurance.

Claims Analyst	Produce Clerk
Display Trimmer	Insurance Broker
Salvor Agent	Claims Adjuster
Ad Illustrator	Research Interviewer
Insurance Sales Agent	Underwriter
Fashion Model	Insurance Examiner
Public Relations Director	Independent Agent
Field Representative	Warehouseman
Booking Agent	Policy Checker
Premium Rate Clerk	Insurance Coordinator

2. Listed in the two columns below are twelve marketing careers in insurance. Underneath these career titles are ten job descriptions. Place the letter of the career title in the blank to the left of its correct job description.

a. Branch Manager	g. Insurance Sales Agent
b. Field Representative	h. Independent Agent
c. Insurance Broker	i. Policy Writer
d. Claims Adjuster	j. Premium Clerk
e. Underwriter	k. Claims Analyst
f. Insurance Coordinator	l. Salvor Agent

- _____ 1. supervises and coordinates all activities for the company in that office or territory
- _____ 2. trains, advises, and inspects agents
- _____ 3. sells insurance as an agent for several companies
- _____ 4. represents the client in purchasing insurance from the company which best meets that customer's needs
- _____ 5. studies risk information, decides if risk is to be accepted, and oversees policy issuance and premium calculations
- _____ 6. studies needs of the customer and issues policy
- _____ 7. studies policy and risk factors to determine the correct classifications and calculates the premium
- _____ 8. sells policies and services customers for one company
- _____ 9. checks life and health losses for payment
- _____ 10. sells or disposes of the damaged property after claims

3. Described below are two situations—one consumer and one business—for you to study and recommend necessary insurance coverages. In handling the situations, certain insurance career personnel could be involved. Study the situations and relate five coverages and five careers for each of the situations in the spaces provided.

CONSUMER SITUATION

David Thompson is a young bachelor who works for a small real estate agency of ten people. His boss contributes to government social insurance plans, but there are no other group benefits. David earns enough to take care of small medical bills, but he's concerned about large medical expenses and time lost from work. His folks are getting older and he wants to make sure they are taken care of if anything were to happen to him and he wants to safely invest in the future a little now for retirement. He rents an apartment and owns a car. What coverages should David have? What careers would be involved?

CAREERS

1. _____
2. _____
3. _____
4. _____
5. _____

COVERAGES

1. _____
2. _____
3. _____
4. _____
5. _____

BUSINESS SITUATION

Roger Whittaker is a doctor who also owns a motel of 50 rooms with a small restaurant. Dr. Whittaker wants to be sure he is covered if anything happens to his patients, motel or restaurant guests, employees, and property. He wants to protect his property investment in case anything should happen to him and his partner assumes the entire medical practice. He contributes to social insurance government plans, and he also wants to provide some health plan for big expenses to his employees. What coverages would you recommend and what careers would be involved?

CAREERS

1. _____
2. _____
3. _____
4. _____
5. _____

COVERAGES

1. _____
2. _____
3. _____
4. _____
5. _____

THE TRANSPORTATION SCENE

1. Listed below are the five methods of transportation. Next to each method are two boxes. Identify two careers for each method by writing the career titles in the two to the right of each of the transportation methods.

TRANSPORTATION METHOD

CAREER

CAREER

AIRLINES

HIGHWAYS

PIPELINES

RAILWAYS

WATERWAYS

2. For each of the ten job descriptions below, give the correct job title and name the transportation method in which that career is found.

CAREER	INDUSTRY	CAREER	INDUSTRY
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____

1. Supervises workers in the water pipeline industry.
 2. Checks passengers' tickets as they board the train.
 3. Loads and unloads luggage and boxes from buses.
 4. Coordinates activities for goods going out of the country.
 5. Greets passengers as they board the aircraft.
 6. Locates new personnel and places for oil stations.
 7. Supervises activities with a train station.
 8. Checks on location of buses in transit.
 9. Handles coordination of ship's activities for Captain.
 10. Inspects tickets and assigns seats before passengers board a plane.
3. Study each of the business and consumer situations below and decide which transportation business would best handle the situation. Name two careers that would be directly dealt with by the consumer or businessman.

BUSINESS	CAREERS	CAREERS
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

1. Western Wholesale Co., in Tampa, wants to ship an order of toys to a retail customer 190 miles away.
2. Charles Johnson needs to go to Portland, Oregon, from Orlando, Florida, for a four day business trip.
3. Margaret Johnson has just arrived at the Dallas, Texas airport. She plans to spend three to four days visiting six sets of relatives within a thirty mile radius while she's there.
4. Mr. and Mrs. Swindell are an elderly retired couple who plan to travel from Miami, Florida to Dayton, Ohio to visit their married son for a month while Mr. Swindell recovers from an illness. Mrs. Swindell is afraid to fly.
5. Juan Perez is a coffee grower in Brazil who wants to ship coffee beans to a coffee manufacturer in Jacksonville, Florida.

The Transportation Survey

1. Next to each of the transportation methods below, name two careers that are found in each.

Airlines	_____	_____
Waterways	_____	_____
Railroads	_____	_____
Highways	_____	_____
Pipeline	_____	_____

2. For each of the ten job descriptions below, give the correct job title and name the transportation method in which that career is found.

CAREER	INDUSTRY	CAREER	INDUSTRY
1. _____	_____	6. _____	_____
2. _____	_____	7. _____	_____
3. _____	_____	8. _____	_____
4. _____	_____	9. _____	_____
5. _____	_____	10. _____	_____

1. Supervises workers in the water pipeline industry.
2. Inspects tickets and assigns seats before passengers board a plane.
3. Checks passengers' tickets as they board the train.
4. Handles coordination of ship's activities for Captain.
5. Loads and unloads luggage and boxes from buses.
6. Checks on location of buses in transit.
7. Coordinates activities for goods going out of the country.
8. Supervises activities with a train station.
9. Greets passengers as they board the aircraft.
10. Coordinates with personnel and places for oil stations

3. Study each of the business and consumer situations below and decide which transportation business would best handle the situation. Name two careers that would be directly dealt with by the consumer or businessman.

BUSINESS	CAREERS	CAREERS
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

1. Industrial Distributor, Inc., in Tampa, wants to ship an order of toys to a retail customer 190 miles away.
2. Max Rayburn needs to go to San Francisco, California, from Orlando, Florida, for a four day business trip.
3. Peggy Uker has just arrived at the Phoenix, Arizona, airport. She plans to spend three to four days visiting six sets of relatives within a thirty mile radius while she's there.
4. Mr. and Mrs. Thomas are an elderly retired couple who plan to travel from Miami, Florida to Dayton, Ohio, to visit their married son for a month while Mr. Thomas recovers from an illness. Mrs. Thomas is afraid to fly.
5. Pedro Casavales is a sugar producer in South America who wants to send sugar cane to a sugar manufacturer in Savannah, Georgia.

THE COMMUNICATIONS SCENE

1. Unscramble each of the marketing careers below and match them to the communications businesses in which they are employed by placing the business' letter in the blanks to the left of the career.

____ 1. POREAROT _____
____ 2. RECRAT _____
____ 3. PO CYRE OTID _____
____ 4. NANON UPEC _____
____ 5. MOCTEMTAI DR _____
____ 6. TOLCIUS NM _____
____ 7. WERTRIER _____
____ 8. SEMSEN REG _____
____ 9. CEVSIER PER _____
____ 10. ROOFL NAM _____

A. Telephone Company

C. Publishing Industry

B. Telegraph Company

D. Broadcasting Industry

2. Study each of the communications descriptions below and decide which marketing career is explained. Write that title in the box below that description. One box is given for each letter in the title.

- a. Delivers a telegram to the addressee and collects any due charges

--	--	--	--	--	--	--	--

- b. Writes news stories for a certain local newspaper (territory)

--	--	--	--	--	--	--	--	--

- c. Analyzes, interprets, and broadcasts news from various sources

--	--	--	--	--	--	--	--

- d. Sells telephone equipment and service to individual customers and handles bill inquiries

--	--	--	--	--	--	--	--	--	--	--	--

- e. Works away from the home office area and relays stories by phone, cable, wire, and mail

--	--	--	--	--	--	--	--	--	--	--	--

- f. Transmits and receives messages using teletype messages
- g. Directs all activities of operators, service assistants, and group supervisors
- h. Delivers newspapers to customers, dealers, and vending machines
- i. Writes daily news stories and delivers them on the air
- j. Directs all editors and personnel for a newspaper or magazine
3. Study each of the situations below and decide which communications businesses and marketing careers should handle each situation. Write the business and career on the lines given.

BUSINESS

CAREERS

a. _____

b. _____

c. _____

d. _____

- a. Emma moved to a new town and wanted to be sure her mother could reach her at her apartment should her father get sick again.
- b. Young Manufacturing Company sent a wire to a wholesaler in Jacksonville, but the wholesaler did not receive it. The company wants to know why not.
- c. The trial at the courthouse needs to be covered for the morning edition.
- d. Lynda organized all her stories and viewed the film clip before going on the air.

THE COMMUNICATIONS SURVEY

1. Match each of the marketing careers below to the communications business in which it can be found by drawing a line from the career to the business.

Operator	a. Telephone Company
Tracer	
Copy Editor	
Announcer	b. Telegraph Company
Commentator	
Columnist	
Rewriter	c. Publishing Industry
Messenger	
Service Rep	
Floor Man	d. Broadcasting Industry

2. Study each communications activity below and decide which marketing career is involved. Place the career title in the correct number blank.

a. _____	f. _____
b. _____	g. _____
c. _____	h. _____
d. _____	i. _____
e. _____	j. _____

- a. Delivers a telegram to the addressee and collects any due charges.
- b. Writes news stories for a certain local newspaper territory.
- c. Analyzes, interprets, and broadcasts news from various sources.
- d. Sells telephone equipment and service to individual customers and handles bill inquiries.
- e. Works away from home office area and relays stories by phone, cable, wire, and mail.

- g. Directs all activities of operators, service assistants, and group supervisors.
 - n. Delivers newspapers to customers, dealers, and vending machines.
 - i. Writes daily news stories and delivers them on the air.
 - j. Directs all editors and personnel for a newspaper or magazine
3. Study each of the situations below and decide which communications business and marketing career should handle each situation. Write the business and career on the lines given.

BUSINESS

CAREERS

- a. _____
- b. _____
- c. _____
- d. _____

- a. Debbie was charged for a call to Arizona but did not know anyone at that number.
- b. Milton sent a telegram to his girlfriend, but found out she did not receive it. He wants to know what happened to it.
- c. A story was needed for the evening edition on the results of the city council budget meeting.
- d. Gary arranged the order of his stories and watched the film clip before he went on the air.

THE RECREATION SCENE

1. Listed below are twenty-four marketing careers. Circle the fifteen which can be found in recreation.

Booking Agent	Prop Master
Ticket Collector	Title Searcher
Tour Guide	Business Manager
Comptroller	Underwriter
Theatrical Agent	Golf Club Manager
Securities Broker	Innkeeper
Bowling Attendant	Ticket Broker
Airline Stewardess	Caddy Master
Station Master	Loan Officer
Usher	Recreation Director
Telephone Operator	Ride Operator
Talent Scout	Amusement Cashier

2. Twelve marketing job descriptions in recreation are given below. Write the correct career title for each description in the spaces below the description.

- a. Coordinates all arrangement details, such as tickets, programs, stage settings, and publicity for a traveling entertainment production.

_____ / _____

- b. Represents certain entertainment businesses in securing performers or attractions for the businesses.

_____ / _____

- c. Supervisor of golf caddies for a golf country club or professional touring group.

_____ / _____

- d. Arranges necessary display props on a theater stage for a production or event.

_____ / _____

- e. Analyzes past performances of athletes and racing animals to assign weights and arrange competition.
-

- f. Directs all activities and personnel for a golf or country club, including the dining room, pro shop, and grounds.
- / ----- / -----

- g. Walks horses and dogs before and after a race for people to view or to cool the animal.
-

- h. Coordinates activities of racetrack personnel and negotiates with other racetrack officials and the state racing commission.
- / -----

- i. Coordinates and directs all recreation activities and personnel at a center, such as a community recreation area, YMCA, camps, or private resort.
- / -----

- j. Handles a number of performers to secure contracts and bookings for entertainment purposes.
- / -----

- k. Buys large quantities of theatre tickets and resells them at varying prices.
- / -----

- l. Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.
- / -----

3. Sun City is an adult community of people fifty years of age and over in Florida. As a community planner, you have been asked to suggest at least five recreational businesses that the community should have. Name ten marketing career opportunities which could be found in those businesses.

BUSINESSES

1. _____
2. _____
3. _____
4. _____
5. _____

RECREATION MARKETING CAREERS

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

THE RECREATION SURVEY

1. Twenty-four marketing careers are named below. Place an "R" in the blanks next to the fifteen which are found in recreation.

<input type="checkbox"/> Booking Agent	<input type="checkbox"/> Prop Master
<input type="checkbox"/> Ticket Collector	<input type="checkbox"/> Title Searcher
<input type="checkbox"/> Tour Guide	<input type="checkbox"/> Business Manager
<input type="checkbox"/> Comptroller	<input type="checkbox"/> Underwriter
<input type="checkbox"/> Theatrical Agent	<input type="checkbox"/> Golf Club Manager
<input type="checkbox"/> Securities Broker	<input type="checkbox"/> Innkeeper
<input type="checkbox"/> Bowling Attendant	<input type="checkbox"/> Ticket Broker
<input type="checkbox"/> Airline Stewardess	<input type="checkbox"/> Caddy Master
<input type="checkbox"/> Station Master	<input type="checkbox"/> Loan Officer
<input type="checkbox"/> Usher	<input type="checkbox"/> Recreation Director
<input type="checkbox"/> Telephone Operator	<input type="checkbox"/> Ride Operator
<input type="checkbox"/> Talent Scout	<input type="checkbox"/> Amusement Cashier

2. Read each of the job descriptions below and write the job title of the marketing career in recreation in the blanks next to the description.

- a. Coordinates all arrangement details, such as tickets, programs, stage setting, and publicity for a traveling entertainment production.
- b. Represents certain entertainment businesses in securing performers or attractions for the businesses.
- c. Supervisor of golf caddies for a golf country club or professional touring group.
- d. Arranges necessary display props on a theater stage for a production or event.
- e. Analyzes past performances of athletes and racing animals to assign weights and arrange competition.
- f. Directs all activities and personnel for a golf or country club, including the dining room, pro shop, and grounds.

- g. Walks horses and dogs before and after a race for people to view or to cool the animal.
- h. Coordinates activities of racetrack personnel and negotiates with other racetrack officials and the state racing commission.
- i. Coordinates and directs all recreation activities and personnel at a center, such as a community recreation area, YMCA, camps, or private resort.
- j. Handles a number of performers to secure contracts and bookings for entertainment purposes.
- k. Buys theatre and performance tickets in large quantities and resells them at varying prices.
- l. Escorts clients to desired places explaining special points of interest; on a trip may check accommodations and other arrangements.
3. Sun City is an adult community of people fifty years of age and over in Florida. As a community planner, you have been asked to suggest at least five recreational businesses that the community should have. Name ten marketing career opportunities which could be found in those businesses.

BUSINESSES

1. _____
2. _____
3. _____
4. _____
5. _____

RECREATION MARKETING CAREERS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

BUSINESS SERVICES SCENE

1. Match the marketing careers to the appropriate business service category by placing the letter in the blank space provided. Some marketing careers may be found in more than one business service category.

Categories	Careers
a. Promotion	_____ Liquidator
b. Buying	_____ Tabulator
c. Sales	_____ Copywriter
d. Financial	_____ Credit Investigator
e. Marketing Research	_____ Importer
f. Marketing Management Consulting	_____ Business Broker
g. Security	_____ Collection Clerk
h. Maintenance	_____ Employee Motivation Consultant
i. Employment	_____ Advertising Agency Manager
j. Office	_____ Owner/Manager

2. Identify at least two marketing careers which may be found in each of the business service categories given below:

Category	Career	Career
Promotion	_____	_____
Buying	_____	_____
Sales	_____	_____
Financial	_____	_____
Marketing Research	_____	_____
Security	_____	_____
Maintenance	_____	_____

Office _____

Employment _____

Marketing Management
Consultant _____

3. In each of the situations given below, determine the type of business service which would meet the need described and identify two marketing careers which would be involved in providing that service.

- a. Bill's Lumberyard has suffered several serious losses of lumber and building materials from robberies committed during the night.

- b. Bob Jones is in poor health and has decided to sell out his entire inventory and close his business.

- c. Jane's Dress Shop is planning a special sale. The owner has over 1,000 invitations to address to her best customers but the office staff is too small to handle this need.

- d. Helen Wolfson plans to open her new health spa next month, but isn't sure how she should advertise the event.

- e. Burt just opened a sporting goods store, but his staff is too small to keep the solid glass front cleaned properly.

BUSINESS SERVICE SURVEY

1. Match the marketing career to its appropriate business category by placing the letter in the blank space provided. Some marketing careers may be found in more than one category.

Careers	Category
a. Auctioneer	Office
b. Display Designer	Maintenance
c. Credit Clerk	Security
d. Time and Motion Consultant	Employment
e. Resident Buyer	Promotion
f. Salesperson	Sales
g. Professional Demonstrator	Financial
h. Importer	Buying
i. Owner-manager	Marketing Management Consulting
j. Coder	Marketing Research

2. Identify at least two marketing careers which may be found in each of the business service categories given below:

Category	Career	Career
Office	_____	_____
Financial	_____	_____
Security	_____	_____
Sales	_____	_____
Maintenance	_____	_____
Buying	_____	_____
Promotion	_____	_____
Employment	_____	_____

Marketing Research _____

Marketing Management Consultant _____

3. In each of the situations given below determine the type of business service which would meet the need described, and identify two marketing careers which would be involved in providing that service.

- a. Joe's Garage received a bad check from one of its customers, Mr. Worthless Jones, and has been unable to collect the amount of the bill.

Business _____ Careers _____

- b. The Rainbow Shirt factory has an employee morale problem and has not yet been able to motivate their employees to do a good job.

Business _____ Careers _____

- c. The First National Bank is interested in developing a wider array of services for young people, but the bank needs to know where the young people live, what radio stations they listen to most frequently, and what types of services they would prefer.

Business _____ Careers _____

- d. The tax certification auction sale will be held in two months. The county tax collector needs to hire two or three extra secretaries to handle the clerical work during a two week period prior to and after the sale.

Business _____ Careers _____

- e. Jim wants to open a hobby shop, but is unfamiliar with the latest merchandise on the market, cannot afford to go to the market, and will probably purchase in limited quantities.

Business _____ Careers _____

THE PERSONAL SERVICES SCENE

1. Listed below are twenty careers in marketing. Circle those ten that are found in personal service businesses.

Funeral Director	Underwriter
Loan Officer	Rental Agent
Car Washer	Title Searcher
Booking Agent	Cemetery Director
Fumigator	Airline Stewardess
Telephone Operator	Meter Checker
Marina Manager	Maitre d'
Convention Rep.	Service Advisor
Copywriter	Credit Collector
Kennel Operator	Service Station Attendant

2. Review each of the personal service job descriptions and decide which marketing career is explained. Place the career title in the correct numbered blank.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

JOB DESCRIPTIONS

- Assists motorists by filling gas tanks, washing windows, checking oil and water.
- Handles transactions for leased merchandise and gives information about its use.
- Checks utility meters, usually monthly, to determine amounts used by customer.
- Gives customer information concerning the repair or improvement of merchandise.

5. Supervises all activities and personnel for burial preparation and services.
 6. Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.
 7. Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.
 8. Greets guests, escorts them to sitting area, serves refreshments, and provides services as they are requested.
 9. Maintains the grounds and monuments of a cemetery.
 10. Directs and controls all employees and activities for a business which boards animals.
3. Study each of the consumer situations below and decide which personal service business and marketing career would best handle the situation.

BUSINESS

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

CAREER

- _____
- _____
- _____
- _____
- _____

- a. Byron was out fishing and realized he needed gas and oil for his boat.
- b. Clarice received her electric bill and felt sure a mistake had been made on the reading because she had been gone for three weeks that month.
- c. Peggy wants to prevent bugs and other pests from coming into her new home.
- d. Ted needs a spreader for fertilizer, but he does not want to buy one.
- e. Doug looked at his fuel gauge and decided he needed gasoline for his automobile.

THE PERSONAL SERVICES SURVEY

1. Study each of the marketing careers below and place a "P" in the spaces next to those ten which can be found in personal service businesses.

<input type="checkbox"/> Trust Officer	<input type="checkbox"/> Claims Adjuster
<input type="checkbox"/> Kennel Operator	<input type="checkbox"/> Service Station Attendant
<input type="checkbox"/> Stock Broker	<input type="checkbox"/> Telegrapher
<input type="checkbox"/> Meter Reader	<input type="checkbox"/> Bodyguard
<input type="checkbox"/> Ad Illustrator	<input type="checkbox"/> Head Waiter
<input type="checkbox"/> Rental Agent	<input type="checkbox"/> Memorial Agent
<input type="checkbox"/> Ramp Attendant	<input type="checkbox"/> Fumigator
<input type="checkbox"/> Theatrical Agent	<input type="checkbox"/> Innkeeper
<input type="checkbox"/> Funeral Director	<input type="checkbox"/> Cemetery Worker
<input type="checkbox"/> Marina Attendant	<input type="checkbox"/> Display Trimmer

2. Read each personal service job description below and decide which marketing career is explained. Write that career title in the blank to the left of the description.

- a. Transports body from death place to mortuary to cemetery.
- b. Directs and controls all employees and activities for a business which boards animals.
- c. Handles transactions for leased merchandise and gives information about its use.
- d. Assists customer in obtaining gas, oil, and water; loads boat into dry dock storage or boat slips.
- e. Assists motorists by filling gas tanks, washing windows, checking oil and water.
- f. Treats a home infested with termites or other household pests.
- g. Supervises all workers and activities for burial preparation and grounds maintenance at a cemetery.
- h. Gives customer information concerning the repair or improvement of merchandise.

- i. Inspects meters to determine accuracy of readings and proper functioning.
- j. Sprays inside and outside of homes to prevent bugs, termites, and pests.

Recommend the personal service business and marketing career which should be consulted for each consumer situation below. Place the answers in the blanks provided.

BUSINESS

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

CAREER

- _____
- _____
- _____
- _____
- _____

- a. Eddie discovered that his house was infested with termites.
- b. Gina needs someone to take care of her dog while she is away on a business trip.
- c. Ken was upset about the amount of his electricity bill and wanted it verified.
- d. Dot wanted her boat stored out of the water during the winter.
- e. Ralph needed assistance in escorting his elderly mother to the funeral service of his father.

THE LODGING/FOOD SCENE

1. Match each marketing career title to its correct description by writing the career title from the list below in the blanks provided.

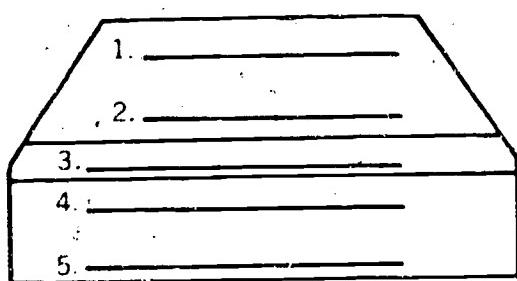
Bellman
Waitress
Front Desk Clerk
Reservation Clerk
Innkeeper

Executive Housekeeper
Busboy
Cashier
Hostess
Restaurant Manager

- _____ 1. Directs all hotel personnel and activities.
_____ 2. Inspects rooms for order and cleanliness.
_____ 3. Assists guests in choosing and registering for rooms.
_____ 4. Greets guests entering the dining area.
_____ 5. Receives payment from guests for bills.
_____ 6. Supervises restaurant activities and workers.
_____ 7. Receives advance room requests.
_____ 8. Assists guests with baggage to their rooms.
_____ 9. Serves food and beverages to patrons.
_____ 10. Brings clean silverware and linens to table.

2. Complete the career diagrams below from entry to management levels with the careers given below the diagrams.

LODGING

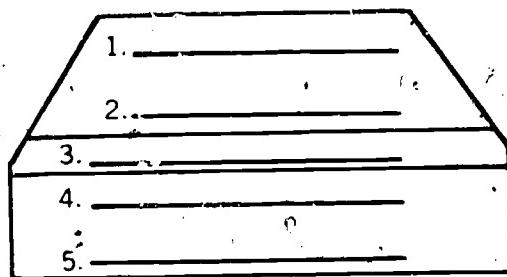


MANAGER

ADVANCED

ENTRY

FOOD



BELLMAN
INNKEEPER
FRONT DESK CLERK
DOORMAN
SERVICE SUPERINTENDENT

BUSBOY
MAITRE D'
WAITRESS
HEAD WAITER
RESTAURANT MANAGER

3. Select the best response to each of the following questions and circle the answer.

- 1: If you are dissatisfied with the service you receive from a waitress, you would complain to the
 - a. Busboy
 - b. Restaurant Manager
 - c. Cook
 - d. Purchasing Steward
2. If you want your luggage taken to your room, you would need a
 - a. Cashier
 - b. Maid
 - c. Superintendent of Services
 - d. Bellman
3. If your advance room request was not confirmed, you would contact the
 - a. Executive Housekeeper
 - b. Bell Captain
 - c. Cashier
 - d. Reservation Clerk
4. If you want to have a three-day sales meeting at a large hotel, you would contact the
 - a. Front Desk Clerk
 - b. Convention Coordinator
 - c. Executive Housekeeper
 - d. Superintendent of Services
5. If you wanted to have a certain table reserved, you would talk to the
 - a. Maitre d'
 - b. Cashier
 - c. Busboy
 - d. Reservation Clerk

THE LODGING/FOOD SURVEY

1. Match the following jobs to their related activities by placing the letter of the job title in the blank to the left of its description.

A. BELLMAN
B. EXECUTIVE HOUSEKEEPER
C. WAITRESS
D. BUSBOY
E. FRONT DESK CLERK

F. CASHIER
G. RESERVATION CLERK
H. HOSTESS
I. INNKEEPER
J. RESTAURANT MANAGER

- _____ 1. Supervises restaurant workers and activities.
_____ 2. Receives advance room requests.
_____ 3. Assists guests with baggage to their rooms.
_____ 4. Serves food and beverages to patrons.
_____ 5. Brings clean silverware and linens to table.
_____ 6. Directs all hotel personnel and activities.
_____ 7. Inspects rooms for order and cleanliness.
_____ 8. Assists guests in choosing and registering for rooms.
_____ 9. Greets guests entering the dining room.
_____ 10. Receives payment from guests for bills.

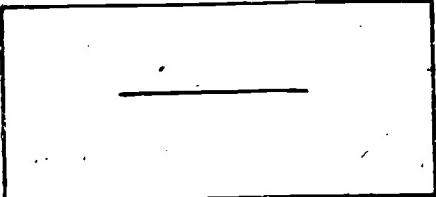
2. Fill in the diagrams using the job titles given below, from job entry at the bottom to the managerial/specialization level at the top.

BELL CAPTAIN
SUPERINTENDENT OF SERVICE
BELLMAN
FRONT DESK CLERK
INNKEEPER

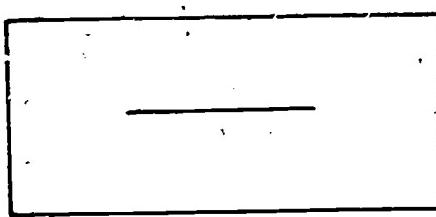
BUSBOY
WAITRESS
MAITRE D'
HEAD WAITER
RESTAURANT MANAGER

LODGING

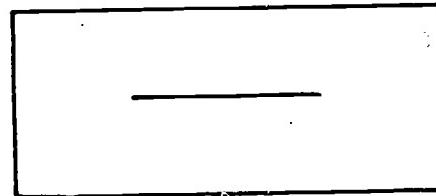
1.



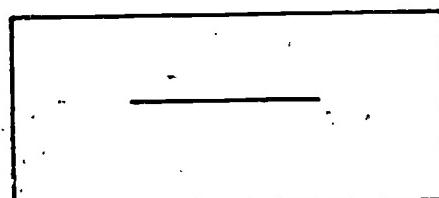
2.



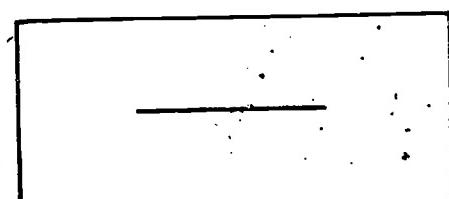
3.



4.



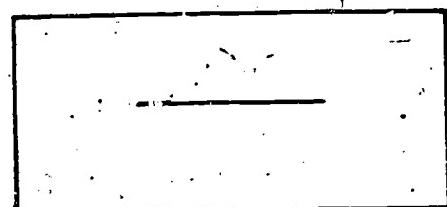
5.



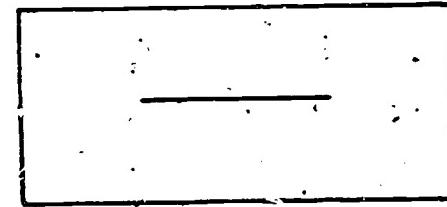
FOOD

MANAGEMENT

1.

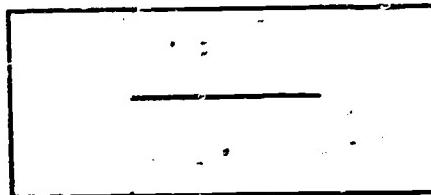


2.

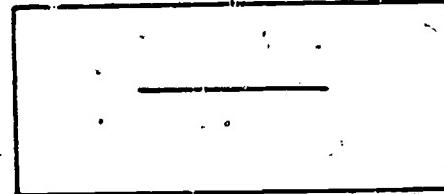


ADVANCED

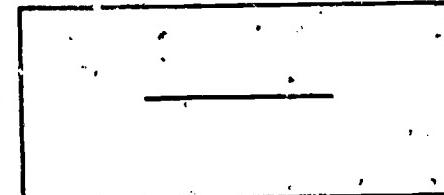
3.



4.



5.



ENTRY

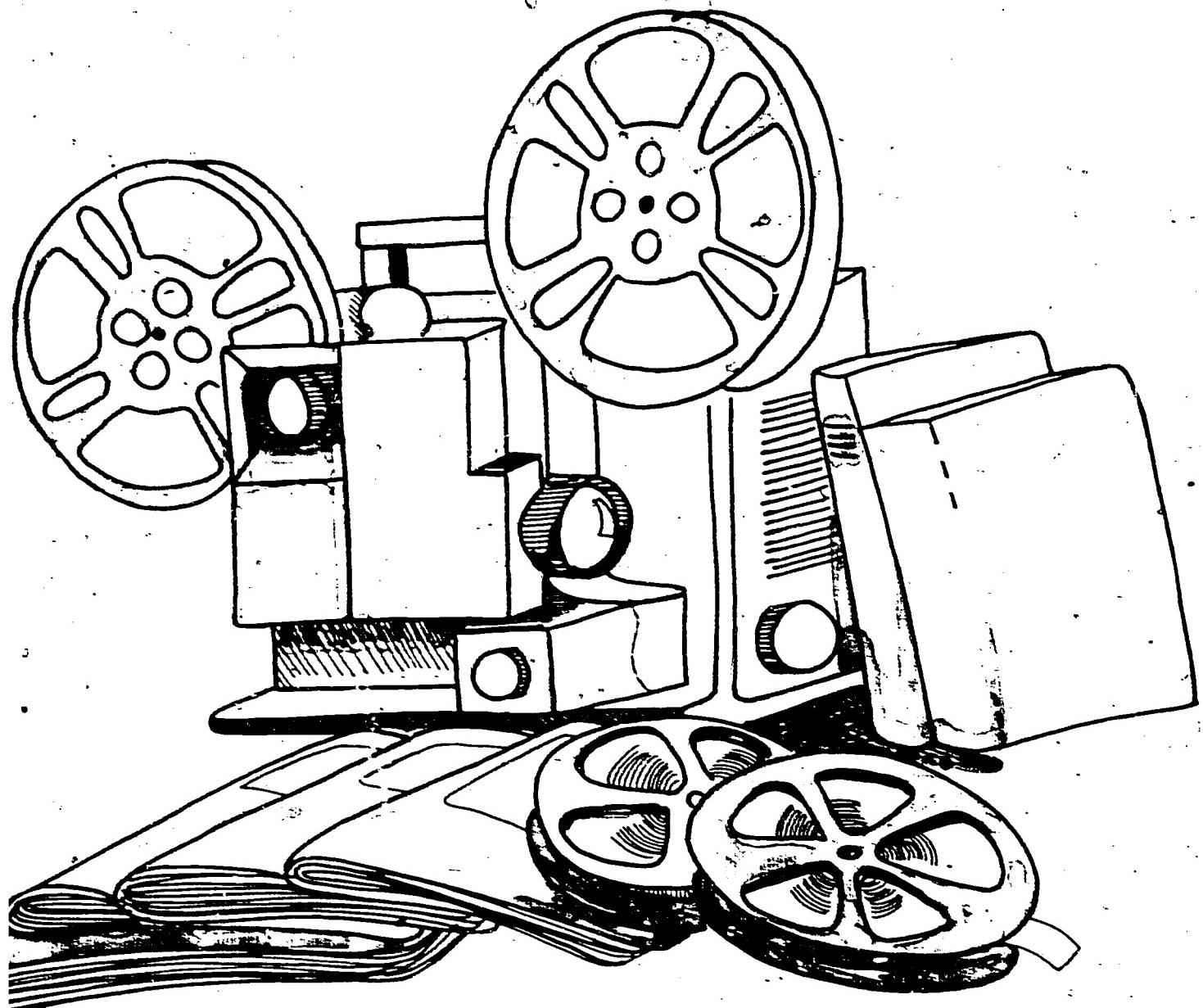
396

399

3. Study each of the food and lodging situations below and decide which marketing career personnel would best handle the situation. Write the title in the blank provided.

1. Your club is having a conference at a hotel and you want to request certain room arrangements.
2. As the executive housekeeper for a hotel chain, you discover many of the linens have become worn and need to be replaced. Who would you contact?
3. You enter a hotel and want to know if they have a room with two beds and color television.
4. While you are eating dinner, you remember you have to make an important phone call and need change.
5. You called this afternoon and asked to be seated in the Garden Dining Room near the fountain. Instead you have been seated in the main dining room.

SPECIAL RESOURCES



AUDIO-VISUAL RESOURCES

"A Better Way," 16 mm black and white film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Ad-Ventures," 16 mm color film, ASSOCIATED BUSINESS PUBLICATIONS, 205 East 42nd Street, New York, New York 10003.

"Art Careers In Advertising," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Airport Service," color filmstrip series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Air Travel," color filmstrip series, COLONIAL FILMS, INC., Box 22857, Ft. Lauderdale, Florida 33315.

"American Occupations," cassette tape series, JASPER EWING AND SONS, 610 North State Street, Jackson, Mississippi 39205.

"Banking in Action," 16 mm color film, FLORIDA BANKERS ASSOCIATION, through your local bank.

"Bread," 16 mm color film, FLORIDA BANKERS ASSOCIATION, through your local bank.

"Business of Keeping Promises," color sound filmstrip, AUDIO-VISUAL ASSOCIATES,

"Canned Meat Story," 16 mm color film, MODERN TALKING-PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Career Calling," 16 mm color film, JIM HANDY CORPORATION, 2821 East Grand Boulevard, Detroit, Michigan.

"Career Development," cassette tape series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Career Exploration," color sound filmstrip series, SCIENCE RESEARCH ASSOCIATES, 259 East Erie Street, Chicago, Illinois 60611.

"Career Game," color sound filmstrip, career cards kit, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Careers in Broadcast News," 16 mm color film, UNIVERSITY OF IOWA, Cedar Falls, Iowa 50613.

"Careers in Business Administration," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.

"Careers in Fashion," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.

- "Careers in Fashion and Textiles," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.
- "Careers in Fashion Design," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.
- "Careers in Filmmaking," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.
- "Careers in Food Merchandising," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.
- "Careers in Food Service," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.
- "Careers in Home Furnishings," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.
- "Careers In Illustration," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.
- "Careers in Insurance," color sound filmstrip, AMERICAN INSURANCE INSTITUTE.
- "Careers in Journalism," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.
- "Careers in Leisure Time Industry," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.
- "Careers in Sales," 16 mm color film, UNIVERSITY OF SOUTH CAROLINA, Division Educational Services, Columbia, South Carolina 29208.
- "Careers in Service Stations," 35 mm slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.
- "Careers in Show Business," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.
- "Careers in Television," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.
- "Careers in Transportation," color sound filmstrip, PATHESCOPE EDUCATIONAL FILMS, INC., 71 Weyman Avenue, New Rochelle, New York 10802.
- "Careers in Transportation," 16 mm color film, UNIVERSITY OF SOUTH CAROLINA, Division Educational Services, Columbia, South Carolina 29208.
- "Careers—Sales," 16 mm color film, FLORIDA STATE UNIVERSITY, Tallahassee, Florida.
- "Careertapes," cassette tape series, MACMILLAN LIBRARY SCIENCE, 248 B Brown Street, River-side, New Jersey 08075.

"Careers Unlimited," cassette tape series, CLASSROOM PRODUCTIONS, 851 College Parkway at McGregor Blvd., Ft. Myers, Florida 33901.

"Credit," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Discovery," color sound filmstrip series, SCHOLASTIC BOOK SERVICES, Richmond Hill, Ontario, Canada.

"For Some Must Watch," 16 mm color film, BUSINESS EDUCATION FILMS, 5113 16th Avenue, Brooklyn, New York 11204.

"Fruits of a Lifetime," 16 mm color film, UNION PACIFIC RAILROAD, 1416 Dodge Street, Omaha, Nebraska.

"General Insurance Careers," 16 mm color film, UNIVERSITY OF UTAH, Educational Media Center, Salt Lake City, Utah 84110.

"How to Succeed Without Really Flying," 16 mm color film, FEDERAL AVIATION COMMISSION, P.O. Box 25082, Oklahoma City, Oklahoma 73125.

"Imperial Interview Tapes," cassette tape series, JASPER EWING AND SONS, 610 North State Street, Jackson, Mississippi 39205.

"Is a Career in Banking For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Business Administration For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Finance, Insurance, or Real Estate For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Management For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in Radio or Television For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in the Apparel Industry For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Career in the Hotel or Motel Business For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is A Career in the Restaurant Business For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

"Is a Railroad Career For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.

- "Is a Sales Career For You?" 16 mm color film, A.I.M.S. INSTRUCTIONAL MEDIA SERVICES, INC., P.O. Box 1010, Hollywood, California 90028.
- "Insurance Careers," color sound filmstrip, INSTITUTE OF INSURANCE,
- "Job Opportunities in Hotels and Motels," 16 mm color film, UNIVERSITY OF COLORADO, Fort Collins, Colorado 80521.
- "Job Opportunities Now, Set I" filmstrip series, SINGER, S.V.E. INC., 1345 Diversey Parkway, Chicago, Illinois 60614.
- "Just a Teller," filmstrip, LEARNING ARTS, P.O. Box 917, Wichita, Kansas 67201.
- "Lady and the Stock Exchange," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.
- "Modern Innkeepers," 16 mm color film (20 minutes), AMERICAN HOTEL AND MOTEL ASSOCIATION, 888 Seventh Avenue, New York, New York 10019.
- "Occupations In Supermarkets," slide series, FAIRCHILD VISUALS, Dept. O.K., 7 East Twelfth Street, New York, New York 10003.
- "Opportunities in Sales and Merchandising," 16 mm color film, UNIVERSITY OF COLORADO, Fort Collins, Colorado 80521.
- "Selling As A Career," color sound filmstrip, UNIVERSAL EDUCATION AND VISUAL ARTS, 221 Park Avenue, South, New York, New York 10003.
- "Step into Banking," 16 mm color film, FLORIDA BANKERS ASSOCIATION, through your local bank.
- "The Big Bird Story," 16 mm color film, TRANSWORLD AIRLINES, 605 Third Avenue, New York, New York 10016.
- "The Littlest Giant," 16 mm color film, MODERN TALKING PICTURE SERVICE.
- "The Journalists," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.
- "The One Man Band That Went to Wall Street," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.
- "The Story of Distributive Education," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.
- "The Strongest Link," 16 mm color film, MODERN TALKING PICTURE SERVICE, New Hyde Park, New York 11040.
- "The Voice of Your Business," 16 mm color film, BELL SYSTEM, Local Telephone Company, Your City, Your State.

"The World Of Marketing & Distribution," 35 mm slide series, CAREER WORLD, INC., 1560 Vesta Drive, Harrisburg, Pennsylvania 17117.

"The World Is Yours," 16 mm color film, MODERN TALKING PICTURES FILM SERVICE, New Hyde Park, New York 11040.

"Tommy Looks at Careers—Trucking," 16 mm color film, UNIVERSITY OF WYOMING, Laramie, Wyoming.

"Transportation: An Ocean Port," color filmstrip series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Transportation: Our Railroads," color sound filmstrip series, IMPERIAL FILMS, INC., 332 South Michigan Avenue, Chicago, Illinois 60604.

"Understanding Wholesaling," 35 mm slides, OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

"What Do You Want?" 16 mm color film, ASSOCIATION-STERLING FILMS, 866 Third Avenue, New York, New York 10022.

"Where Do I Go From Here?" 16 mm color film, NATIONAL RESTAURANT ASSOCIATION, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

"Why Work At All?" filmstrip, GUIDANCE ASSOCIATES, Pleasantville, New York 10570.

"Writing Careers in Advertising," filmstrip, EDUCATIONAL DIMENSIONS CORPORATION, P.O. Box 488, Great Neck, New York 11022.

"Your Future in Retailing," 35 mm slide set, OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

"Your Town," 16 mm color film, FLORIDA BANKERS ASSOCIATION, through your local bank.

CLASSROOM PRODUCTIONS*
Careers Unlimited Cassette Tapes

<i>Unit Number</i>	<i>Tape Number</i>	<i>Career Title</i>
1 (601)	601-1	Broadcasting
1 (601)	601-3	Hotel-Motel
1 (601)	601-4	Restaurant
1 (601)	601-5	Advertising
3 (603)	603-2	Transportation
4 (604)	604-5	Selling
5 (605)	605-2	Clothing and Fashion
5 (605)	605-4	Recreation

*CLASSROOM PRODUCTIONS
 851 College Parkway at McGregor Boulevard
 Ft. Myers, Florida 33901

IMPERIAL FILMS COMPANY*
Career Development Cassette Tapes

Account Executive	Insurance Salesman
Actor	Park Director
Banker	Radio Broadcaster
Business Consultant	Realtor
Buyer	Reporter
Commercial Artist	Salesman
Cost Analyst	Stewardess
Driver or Routeman	Stockbroker
Editor	Theatrical Agent
Fashion Model	Waiter/Restaurant Manager

*IMPERIAL FILMS COMPANY, INC.
 332 South Michigan Avenue
 Chicago, Illinois 60604

JASPER EWING AND SONS*

IMPERIAL INTERVIEW TAPES
Cassette Tape Series

Occupational Title	Number	Occupational Title	Number
ADVERTISING	VG701	RETAIL SALESMAN	VG729
ASSEMBLER	VG703	STEWARDESS, AIRLINE	VG731
INSURANCE BROKER	VG712	TECHNICAL WRITER	VG733
PILOT, COPILOT	VG722	LOCAL TRUCK DRIVER	VG737
PUBLIC RELATIONS WORKER	VG726	GROCERY STORE CLERK	VG739
REAL ESTATE BROKER	VG727	LAUNDRY ROUTEMAN	VG748
COMMERCIAL ARTIST	VG728		

JASPER EWING AND SONS

610 North State Street
Jackson, Mississippi 39205

JASPER EWING AND SONS*

AMERICAN OCCUPATIONS
Cassette/Reel Tape Series

Occupational Title	Number	Occupational Title	Number
ADVERTISING WORKERS	4502	REAL ESTATE SALESMAN—BROKER/ RETAIL TRADE SALESMAN	4553
MARKETING RESEARCH WORKERS	4503	SECURITIES SALESMAN:WHOLESALE TRADE WORKERS	4554
PUBLIC RELATIONS WORKERS	4504	WAITERS—WAITRESSES	4556
COMMERCIAL ARTISTS	4528	TRUCKDRIVER:LOCAL TRUCKDRIVER	4569
INTERIOR DECORATOR	4529	ROUTEMEN:INTERCITY BUSDRIVER	4570
ECONOMISTS	4530		
NEWSPAPER REPORTER	4535		

TECHNICAL WRITERS	4536	LOCAL BUSDRIVER/TAXI DRIVERS	4571
MODELS	4540	APPLIANCE SERVICEMEN	4574
RECREATION WORKER	4542	PETROLEUM OCCUPATIONS	4586
MANAGERIAL OCCUPATIONS	4544	STEWARDESS	4588
INDUSTRIAL TRAFFIC MANAGER/ PURCHASING AGENT	4545	AIRPLANE DISPATCHER	4589
CASHIERS	4547	AIR TRAFFIC CONTROLLER	4590
SHIPPING—RECEIVING CLERK	4548	RADIO-TV ANNOUNCER	4591
AUTO PARTS COUNTER MAN	4550	CONDUCTOR	4592
AUTO SALESMAN/AUTO SERVICE ADVISOR	4551	BRAKEMAN	4593
INSURANCE AGENT—BROKER/ MANUFACTURER'S SALESMAN,	4552	TELLER	4596
		HOTEL CLERK/HOTEL MANAGER	4597

*JASPER EWING AND SONS
610 North State Street
Jackson, Mississippi 39205

MACMILLAN LIBRARY SERVICES*

Careertapes

Personnel Manager	Travel Agent
Telephone Operator	Hotel Manager
Writer	Chauffeur
Bus Driver	Funeral Director
Rent-a-Car Agent	Dry Cleaning Worker
Airline Flight Officer	Food Service Manager
Urban Planner	Building Inspector
Purchasing Agent	Farm Produce Wholesaler
Materials Handler	Retail Sales Clerk

Quality Control Inspector

Credit Manager

Food Franchise Worker

Advertising Account Executive

*MACMILLAN LIBRARY SERVICES

248B Brown Street

Riverside, New Jersey 08075

FAIRCHILD PUBLICATIONS*

35 mm Color Slide Career Series

"Careers In Food Merchandising"

"Careers in Service Stations"

"Careers In Home Furnishings"

"Careers In Fashion"

*FAIRCHILD VISUALS

Department O.K.

7 East Twelfth Street

New York, New York 10003

407

411

RESOURCE PUBLICATIONS

Acting Is Believing, by Charles McGaw: HOLT, RINEHART, & WINSTON, a subsidiary of Columbia Broadcasting System, 383 Madison Avenue, New York, New York 10017.

Advertising: A Career Of Action And Variety, pamphlet, AMERICAN ASSOCIATION OF ADVERTISING AGENCIES, 200 Park Avenue, New York, New York 10017.

Banking: A Career For Today & Tomorrow, booklet, AMERICAN BANKERS ASSOCIATION, Banking Education Committee, 90 Park Avenue, New York, New York 10016.

Broadcast Management, by Qual and Martin: HASTINGS HOUSE PUBLISHERS, INC., 10 East 40th Street, New York, New York 10016.

A Business Of Your Own, booklet, SOHIO OIL COMPANY, INC., Cleveland, Ohio.

Career Information: Marketing and Distributive Occupations. AMERICAN VOCATIONAL ASSOCIATION, 115 16th Street, N.W., Washington, D.C.

Career Opportunities: Marketing, Business, & Office Specialists, by Wiggs; J.G. FERGUSON PUBLISHING COMPANY, 6 North Michigan Avenue, Chicago, Illinois 60602.

**Career Opportunities In Service*, booklet, FORD MOTOR COMPANY, Service Training Programs Department, Garrison Plaza East, 19855 Outer Drive, Dearborn, Michigan 48124.

Career Opportunities Series, NEW YORK LIFE INSURANCE COMPANY.*

Career World Magazine, 501 Lake Forest Avenue, High Wood, Illinois 60040.

Careers Briefs, CAREERS PUBLICATIONS, INC.*

Careers in Communications pamphlet, Southern Bell Telephone Company, Your local telephone employment office.

Careers in The Floral Industry, pamphlet, SOCIETY OF AMERICAN FLORISTS, 901 North Washington Street, Alexandria, Virginia 22314.

Careers & Opportunities In Retailing, paperback, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division, 100 West 31st Street, New York, New York 10001.

Careers In Property & Liability Insurance, booklet, INSURANCE INFORMATION INSTITUTE, 110 William Street, New York, New York 10038.

Careers For Youth In The Food Industry, pamphlet, NATIONAL RESTAURANT ASSOCIATION, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

Concise Handbook of Occupations, J.G. FERGUSON COMPANY, 6 North Michigan Avenue, Chicago, Illinois 60602.

Consider A Career In Public Relations, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Dictionary Of Occupational Titles, Vol. I, II, III; CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Discovery: Career Log, SCHOLASTIC BOOK SERVICE, Richmond Hill, Ontario.

Distribution and Distributive Careers, by Grandfield and Gold, FAIRCHILD PUBLICATIONS, 7 East 12th Street, New York, New York 10003.

The Encyclopedia Of Careers & Vocational Guidance, by Hopke; J.G. FERGUSON PUBLISHING COMPANY, 6 North Michigan Avenue, Chicago, Illinois 60602.

» *Finding Your Job*, booklets, FINNEY COMPANY*

Going Places In Oil, booklet, AMERICAN PETROLEUM INSTITUTE, 1271 Avenue of the Americas, New York, New York 10020.

Guide To Filmmaking, by Pincus; NEW AMERICAN LIBRARY, 1301 Avenue of the Americas, New York, New York 10019.

Handbook Of Job Facts, SCIENCE RESEARCH ASSOCIATES (SRA)*

Hello World!-Business Services, FIELD EDUCATIONAL PUBLICATIONS, Atlanta, Georgia.

Hello World!-Food & Lodging Services, FIELD EDUCATIONAL PUBLICATIONS, Atlanta, Georgia.

Hello World!-Marketing, FIELD EDUCATIONAL PUBLICATIONS, Atlanta, Georgia.

Job Scene, Comic Series, FLORIDA STATE EMPLOYMENT OFFICE, Tallahassee, Florida.

Jobs In Advertising, pamphlet, AMERICAN ADVERTISING FEDERATION, 1225 Connecticut Avenue, N.W., Washington, D.C. 20036.

Marketing Careers In The Jet Age, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Marketing Research For The High School Student, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

The Marketing Story, U.S. DEPARTMENT OF COMMERCE, Washington, D.C. 20402.

The New Look In Service Stations (Automobile Service Station Attendant), CHRONICLE GUIDANCE PUBLICATIONS, INC.*

Occupational Awareness Mini-Briefs, OCCUPATIONAL AWARENESS, Box 5098, Los Angeles, California.

• *Occupational Briefs*, CHRONICLE GUIDANCE PUBLICATIONS, INC.*

• *Occupational Briefs*, SCIENCE RESEARCH ASSOCIATES*

Occupational Guidance, booklets, FINNEY COMPANY*

Occupational Guide, series, CALIFORNIA DEPARTMENT OF EMPLOYMENT

*Occupational Manuals, series, GREGG/McGRAW HILL**

*Occupational Outlook Handbook, 1972-73 Edition, Bulletin No. 1700; U.S. Department of Labor.
Bureau of Labor Statistics, SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, Washington, D.C. 20402.*

*Occupations And Careers, by Feingold and Swerdlow; WEBSTER/McGRAW-HILL PUBLISHING COMPANY**

*/On The Road With The Truckers, CHRONICLE GUIDANCE PUBLICATIONS, INC.**

*Opportunities In The Trucking Industry, AMERICAN TRUCKING ASSOCIATION, 1616 P Street, N.W.
Washington, D.C. 20036.*

*Opportunities With Texaco, booklet, TEXACO OIL COMPANY, INC., P.O. Box 52332, Houston,
Texas 77052.*

*Opportunity In Retailing, booklet, NATIONAL RETAIL MERCHANTS ASSOCIATION, Personnel Division,
100 West 31st Street, New York, New York 10001.*

*Popeye and Careers, Comic books, KING FEATURES, INC.**

*Project Loom Units, FLORIDA STATE UNIVERSITY, 415 North Monroe Street, Room 223, Tallahassee,
Florida 32301.*

*This Business Of Food Service, CHRONICLE GUIDANCE PUBLICATIONS, INC.**

Travel U.S.A., U.S. DEPARTMENT OF COMMERCE, Washington, D.C. 20402.

*What Job For Me?, book series, WEBSTER/McGRAW-HILL PUBLISHING COMPANY**

*Widening Occupational Roles Work Briefs, SCIENCE RESEARCH ASSOCIATES**

*Working in a Service Industry, by Grandfield and Gold, FAIRCHILD PUBLICATIONS, 7 East 12th
Street, New York, New York 10003.*

*Working in the Transportation Industry, by Grandfield and Gold, FAIRCHILD PUBLICATIONS, 7 East
12th Street, New York, New York 10003.*

*Your Career In The Hotel-Motel Industry, booklet, EDUCATIONAL INSTITUTE OF THE AMERICAN
HOTEL-MOTEL ASSOCIATION, Kellogg Center, East Lansing, Michigan 48823.*

*Your Future: Careers In Consumer Finance, booklet, THE NATIONAL CONSUMER FINANCE ASSOCIATION,
1000 16th Street, N.W., Washington, D.C. 20036.*

*Your Job In Distribution, by Beaumont and Langan; GREGG/McGRAW-HILL PUBLISHING COMPANY**

**See succeeding pages for specific titles and/or addresses of resources.*

GAMES RECOMMENDED

COMMERCIAL GAMES	PUBLISHER'S NAME
Auctioneer	Ideal Company
Boss	Ideal Company
Billionaire	Parker Brothers
Careers	Parker Brothers
Dealers' Choice	Parker Brothers
Dig	Parker Brothers
Masterpiece	Parker Brothers
Monopoly	Parker Brothers
Probe	Parker Brothers
Quibic	Parker Brothers
Touring	Parker Brothers
Concentration	Milton Bradley
Easy Money	Milton Bradley
Happiness	Milton Bradley
Hollywood Square	Milton Bradley
Jeopardy	Milton Bradley
Password	Milton Bradley
Who, What, Where	Milton Bradley
Lottery	Selchow & Righter
RSVP	Selchow & Righter
Scrabble	Selchow & Righter
Bazaar	3-M Company
High Bill	3-M Company
Venture	3-M Company
Stock Market	Avalon Hill Company
Shopping Center	Creative Playthings
Money Card	Schaper
Ad Lib	Lowe
Junior Executive	Whitman
Park and Shop	Whitman

*Games listed are highly recommended by classroom teachers who have used them with their Pre-Vocational Distributive Education students in the middle grades 6-9.

CALIFORNIA DEPARTMENT OF EMPLOYMENT*

Occupational Guides

Title of Publication

Administrative Services Manager	Real Estate Salesman
Claims Adjuster	Retail Store Manager
Contract Administrator	Sales Clerk
Credit & Collection Manager	Salesman, Building Materials
Display Man	Salesperson
Display Man, General Merchandise	Salesperson, Cosmetics
Food Clerk	Salesperson, Hardware
Grocery Checker	Salesperson, Home Furnishings
Grocery Product Salesman	Shipping and Receiving Clerk
Hotel Manager	Sign Painter
Management Trainee	Stock Clerk
Model	Retail Buyer
Purchasing Agent	Traffic Rate Clerk
Quality Control Manager	
California Dept. of Employment 800 Capitol Mall Sacramento, Calif. 95814	

CAREERS PUBLICATIONS, INC.*

Career Briefs

Advertising-Space Salesman	Purchasing Agent
Advertising Workers	Radio-TV Broadcast-Time Salesman
Bank Careers	Real Estate Appraiser
Bank Teller	Real Estate Salesman
Buyer	Restaurant Hostess
Cashier	Restaurant Manager
Credit Manager	Room Clerk
Department Manager (Retail Trade)	Sales Clerk
Department Store Receiving, and Related Occupations	Salesman, Automobile
Display Man	Salesman, Grocery Product
Drugstore Salesperson	Salesman, Hardware
Food Service Supervisor	Sales (Marketing) Manager
Grocery Checker	Salesperson (Retail)
Hotel Managers	Sales Promotion Manager
House-to-House Salesman	Securities Salesman
Insurance Clerks	Stock Clerk
Junior Executives	Supermarket Manager
Managers, General	Vending Machine Routeman
Materials Handler	Waiter-Waitress
Proofreader	Wholesale Salesman
Public Relations Man	

*Careers Publications, Inc.
Largo, Florida 33540

413

CHRONICLE GUIDANCE PUBLICATIONS, INC.*

OCCUPATIONAL BRIEFS

Number	Title	Number	Title
251	Acrobat (& Aerialist)	172	Public Relations Man
205	Actor (& Actress)	167	Purchasing Agent
54	Announcer (Radio & Television)	428	Radio & TV Broadcasting Industry
95	Buyer	360	Radio & TV Production Occupations
355	Credit Analyst (Banking)	309	Radio & TV Time Salesman
266	Credit Manager	14	Railroad Transportation Industry
375	Department Store Occupations	92	Recreation Leader (Director)
294	Disc Jockey	100	Restaurant Manager
249	Employment Supervisor	15	Sales Clerk
358	Executive Housekeeper	133	Salesman, Automobile
23	Fashion Designer	8	Salesman, General (Ret & Whole Trade)
269	Floral Designer	136	Salesman, House-to-House (Direct Sell)
196	Gas Distribution Occupations	417	Salesman, Manufacturers'
411	Insurance Industry, Careers in the	55	Salesman, Real Estate
30	Interior Designer	202	Salesman, Wholesale Trade
272	Job Analyst	226	Sign Writer (Hand)
91	Junior Executive	367	Supermarket Manager
218	Life Underwriter	321	Taxi Driver
254	Marketing Research	73	Teller (Banking)
61	Model	351	Theater Manager
80	Musician, Instrumental	333	Ticket Agent
317	Musicians	115	Traffic Manager
258	Personnel Supervisor	206	Travel Counselor
299	Product Demonstrators	42	Truck Driver
239	Program Director (Radio & TV)	17	Waiter (Waitress)

NOTE: These marketing oriented briefs may be ordered separately at a considerable savings over ordering the entire set.

*CHRONICLE GUIDANCE PUBLICATIONS, INC.
Moravia, New York 13118

FINNEY COMPANY*
Finding Your Job Booklets

Job Title	Unit	Vol.	No.	Job Title	Unit	Vol.	No.
Airlines Porter	2	IV	9	Labeler-Packer (Paint Factory)	5	IV	11
Airport Line Boy	4	I	11	Locker Room Attendant	3	III	1
Bakery Goods Wrapper and Packer	4	I	9	Moving Van Loader	1A	V	11
Bakery Shipping Room Helper	3	V	4	News Vendor	2	I	4
Bakery Stock Man	3	IV	10	Newspaper Inserter	4	III	3
Bellboy	1A	III	7	Order Filler (Cosmetic Industry)	5	III	10
Bin Boy	5	V	5	Packer and Wrapper	2	V	3
Bottle Labeler	4	I	2	Paper Sorter and Counter	6	V	11
Box Packer	3	V	6	Parking Lot Attendant	1A	II	8
Boxcar Unloader	6	I	12	Passenger Elevator Operator	1A	II	1
Bread Loaf Racker (Bakery)	3	II	3	Powder Room Attendant	1A	II	11
Busboy	1A	II	7	Raw Material Handler	6	I	5
Button Grader	6	III	5	Receiving Clerk's Helper	4	II	6
Candle Inspector and Packer	5	I	5	Redcap	2	II	12
Candy Inspector	3	II	1	Rental Service Helper	5	V	8
Candy Packer	1A	V	7	Resort Operator's Helper	5	III	3
Car Hop	2	III	2	Room Steward	4	IV	7
Car Lot Man	1A	I	6	Service Operator (Laundry)	3	IV	3
Car Runner	6	I	1	Service Station Attendant	1A	IV	6
Carnival Ride Operator	2	III	10	Shipping Clerk's Helper	1A	I	10
Carton Assembler	3	IV	5	Signboard Billposter	3	IV	1
Carton Stripper	3	III	8	Stock Clerk's Helper (Department Store)	4	II	10
Checkroom Attendant	3	IV	7	Supermarket Stock Boy	1A	IV	12
Contest Entry Checker	3	IV	9	Theater Usher	1A	III	4
Department Store Porter	2	V	7	Tray Packer (Airline Food Service)	1A	IV	2
Dockman (Fruit Company)	4	III	4	Warehouseman's Helper	1A	II	12
Driving Range Helper	3	V	1	Wholesale Jewelry Worker	3	II	6
Florist's Helper	1A	V	12				
Food Vendor	2	II	3				
Forklift Truck Operator	4	V	1				
Fountain Clerk	3	I	1				
Freight Elevator Operator	2	II	1				
Gift Wrapper	3	II	12				
Golf Course Worker	2	IV	3				
Grader (Cannery)	5	IV	5				
Grain Sampler	5	V	10				
Handbill Passer	4	IV	5				
Hobby Shop Helper	6	II	1				

Hotel Houseman	2	V	1	Zoo Attendant	3	I	12
Hotel Maid	1A	II	5				
House Mover's Helper	2	IV	8				
Ice Skating Rink Helper	6	IV	5				

*FINNEY COMPANY
Minneapolis, Minnesota 55426

FINNEY COMPANY*

Occupational Guidance Booklets

Occupational Title	Unit	Vol.	No.	Occupational Title	Unit	Vol.	No.
Advertising Copywriter	3A	III	19	Cashier	1A	VIII	11
Advertising Layout Artist	3A	III	16	Catalog Order Clerk	5	IV	15
Advertising Manager	2A	II	17	Catalog Writer	3A	VII	19
Advertising Media Director	2A	V	16	Chain Store Buyer	2A	VI	17
Advertising Production				Chain Store Manager	1A	I	7
Assistant	5	II	1	Chamber of Commerce			
Advertising Solicitor	4	II	7	Manager	3A	VII	8
Air Traffic Controller	3A	V	4	Check-Out Clerk	1A	II	5
Airline Freight Handler	4	VI	16	Chief Steward	4	V	10
Airline Reservationist	2A	V	12	China Shop Manager	5	VII	5
Airline Station Agent	1A	II	7	Claims Adjuster	2A	IV	13
Airline Stewardess	1A	I	3	Commercial Artist	1A	II	8
Agent, Life Insurance	1A	VIII	4	Comparison Shopper	5	II	12
Agent, Literary	4	V	18	Comptroller	4	III	15
Agent, Livestock				Copyreader, Newspaper	2A	III	15
Commission	1A	VI	1	Copywriter, Retail	2A	IV	3
Agent, Union Business	2A	III	2	Credit Analyst	5	II	17
Appliance Store Manager	2A	II	3	Credit Authorizer	2A	I	8
Assessor	3A	VIII	4	Credit Collection Man	2A	V	2
Auctioneer	4	IV	12	Credit Manager	1A	IV	9
Auditor, Insurance	3A	VIII	1	Customs Inspector	2A	V	5
Automobile Salesman	4	I	19	Debt Adjuster	4	IV	10
Automotive Parts Man	3A	VI	7	Department Store Buyer	4	I	18
Bank Teller	4	II	12	Designer, Package	4	V	6
Bank Trust Officer	4	VI	7	Dining Room Hostess	2A	II	7
Banker, Investment	2A	VIII	12	Disc Jockey (Radio)			
Bookstore Operator	3A	III	8	Personality)	3A	I	20
Bowling Lanes Manager	4	II	8	Dispatcher, Freight	3A	VIII	13
Broker, Custom House	4	VIII	2	Display Artist	4	III	11
Broker, Food	1A	IV	19	Driver, Delivery Service	5	VIII	3
Bus Driver	2A	III	11	Dry Cleaning Shop			
Business Reporter	4	VI	19	Manager	1A	I	10
Cafeteria Manager	1A	VIII	16	Editor, Book	2A	III	12
Camp Director	4	VII	5	Editor, City	4	II	13
Cannery Fieldman	3A	IV	19	Editor, Food	5	VIII	2
				Editor, Greeting Card	5	II	9

FINNEY COMPANY*

**Occupational Guidance Booklets
(continued)**

Occupational Title	Unit	Vol.	No.	Occupational Title	Unit	Vol.	No.
Editor, Industrial	2A	I	18	Hotel Manager	4	VII	17
Editor, Labor Press	3A	II	7	Hotel Purchasing Agent	3A	VII	11
Editor, (Newspaper), Makeup	2A	V	7	Hotel Room Clerk	1A	I	6
Editor, Weekly Newspaper	1A	VI	7	House Mover	4	VIII	8
Editor, Women's News	2A	VII	20	Illustrator, Fashion	4	I	20
Editorial Assistant	5	VII	10	Illustrator, Magazine	5	III	1
Editorial Cartoonist	5	VI	13	Importer	3A	V	14
Estate Sale Conductor	4	V	15	Industrial Traffic Manager	1A	IV	3
Fashion Coordinator	5	V	9	Information Desk Clerk	2A	I	9
Fashion Model	3A	I	15	Insurance Agent, Life	1A	VIII	4
Fashion Saleswoman	1A	VII	10	Insurance Auditor	3A	VIII	1
Fashion Writer	3A	I	11	Inventory Supervisor	1A	VIII	12
Federal Food and Drug Inspector	3A	I	5	Investment Banker	2A	VIII	12
Feed Mill Manager	1A	VIII	7	Investment Counselor	1A	VII	16
Feed Store Operator	3A	III	14	Jeweler	1A	II	14
Female Radio or Tele- vision Commentator	5	I	10	Kennel Operator	3A	V	18
Film Rental Clerk	3A	VI	19	Mailing List Compiler	2A	III	1
Fire Inspector	3A	III	9	Manufacturers' Representative	1A	VII	8
Fire Investigator	3A	IV	6	Market Research Analyst	1A	VI	11
Floral Designer	5	VI	17	Market Research			
Florist	1A	VIII	9	Interviewer	4	II	19
Food Checker	2A	IV	2	Meter Reader	3A	VIII	17
Food Demonstrator	2A	VI	6	Motel Manager	4	IV	4
Freight Dispatcher	3A	VIII	13	Moving Van Driver	2A	VII	12
Freight Solicitor	1A	VIII	8	Music Store Clerk	5	I	6
Fund Raising Director	2A	VIII	7	Music Store Owner	5	VII	17
Furniture Store Operator	5	V	5	Newcomer Greeter	2A	IV	6
Gift Shop Manager	4	VI	9	Newspaper Circulation Supervisor	4	IV	7
Golf Course Superintendent	4	V	17	Supervisor	5	V	17
Hardware Store Manager	1A	IV	5	Newspaper Columnist			
Head Waiter	5	III	7	(Newspaper), Telephone Ad-Taker	5	VIII	6
Hobby Shop Manager	5	III	20	Paper Tester	5	VII	14
Hotel Housekeeper	4	I	3	Pawnbroker	4	VI	13
				Personal Shopper	5	III	18
				Petroleum Salesman	3A	VIII	18

FINNEY COMPANY*

**Occupational Guidance Booklets
(continued)**

Occupational Title	Unit	Vol.	No.	Occupational Title	Unit	Vol.	No.
Private Club Manager	4	VIII	13	Salesman, Retail	1A	VIII	5
Proofreader	1A	V	3	Salesman, Specialty	1A	VII	11
Public Relations Account Executive	2A	VI	4	Salesman, Surgical Supply	2A	V	18
Public Relations Director	1A	V	19	Salesman, Wholesale	1A	IV	7
Public Relations Writer	5	V	3	Saleswoman, Fashion	1A	VII	10
Purchasing Agent	1A	VII	3	Service Station			
Purchasing Agent, Hotel	3A	VII	11	Operator	1A	III	19
Purser, Ship's	3A	VII	9	Ski Resort Operator	5	V	20
Radio Announcer	1A	VI	9	Small Loan Company Manager	4	III	16
Radio or Television Commentator, Female	5	I	10	Sporting Goods Manager	3A	V	1
Radio and Television, Continuity Director	5	II	19	Stewardess (Airline)	1A	I	3
Radio-Television News Director	2A	VII	17	Stock Clerk	1A	I	19
Radio or Television Program Director	1A	VIII	6	Stock Transfer Clerk	2A	V	8
Railroad Conductor	1A	VII	4	Supermarket Manager	4	VIII	17
Railroad Industrial Agent	2A	VII	7	Taxicab Dispatcher	3A	III	2
Railroad Station Agent	2A	III	10	Taxicab Driver	3A	VI	6
Rate Clerk	1A	II	11	Technical Illustrator	1A	III	4
Real Estate Appraiser	3A	III	17	Technical Writer	1A	I	2
Real Estate Closer	2A	III	8	Telephone Service Representative	5	VIII	13
Real Estate Manager	1A	VI	18	Theater Manager	3A	V	13
Real Estate Salesman	2A	II	6	Theatrical Agent	3A	VI	9
Recreational Services Director	1A	IV	1	Tourist Guide	3A	III	3
Reporter, Business	4	VI	19	Traffic Manager, Industrial	1A	IV	3
Reporter, Newspaper	4	III	4	Train Dispatcher	2A	VII	11
Resort Operator	5	III	10	Travel Agent	2A	I	5
Restaurant Manager	2A	II	9	Underwriter, Casualty	2A	II	11
Sales Manager, Wholesale	4	VIII	4	Vending Route			
Salesman, Automobile	4	I	19	Operator	4	I	8
Salesman, Farm Equipment	3A	V	17	Waitress	2A	IV	16
Salesman, Petroleum	3A	VIII	18	Warehouse Supervisor	2A	IV	7
Salesman, Radio or TV Time	3A	I	18	Wholesale Sales Manager	4	VIII	4
Salesman, Real Estate	2A	II	6	Wholesale Salesman	1A	IV	7

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Number	Title	Number	Title
62	Actors and Actresses	240	General Merchandise Salesclerks
251	Actuaries	13	Hotel and Motel Workers
371	Advertising Account Executives	313	Hotel Managers
361	Advertising Copywriters	237	House-to-House Salespeople
63	Advertising Workers	163	Import & Export Workers
120	Airline Stewardesses	238	Insurance Adjusters
298	Airline Traffic Agents & Clerks	118	Insurance Agents
111	Automobile Salesmen	8	Interior Designers & Decorators
46	Bank Officers	98	Managers, Theater
11	Bank Workers	99	Managers, Traffic
317	Busboys	114	Manufacturers' & Wholesalers' Salesmen
284	Buyers	210	Market Research Workers
383	Caterers	167	Models
332	Checkers, Food Store	257	Motion Picture Producers & Directors
352	Clerks, Shipping	134	Personnel Workers
91	Credit Collectors	97	Purchasing Agents
94	Credit Workers	280	Radio & Television Announcers
232	Dealers, Farm Equipment	347	Radio & Television Time Salesmen
116	Department Store Salespeople	169	Real Estate Agents
398	Designers, Scene	364	Real Estate Appraisers
296	Disc Jockeys	350	Restaurant Managers
40	Display Workers	319	Retail Clothing Salespeople
378	Doormen	165	Salesmen, Securities
57	Drivers, Long-Distance Truck & Bus	372	Service Representatives for Utilities
325	Employment Service Interviewers	60	Service Station Workers
142	Fashion Designers	354	Stock Clerks
233	Florists	100	Travel Agency Workers
117	Food Store Workers	267	Waiters and Waitresses
353	Fund Raisers	110	Warehouse Workers

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Number	Title	Number	Title
170	Adjusters, Insurance	145	Gift Shop Owners and Managers
4	Advertising Account Executives	157	Hotel and Motel Managers
5	Advertising Copywriters	158	Hotel and Motel Workers
9	Air Traffic Controllers	165	Industrial Relations Workers
12	Airline Dispatchers	170	Insurance Adjusters
14	Airline Stewardesses	171	Insurance Agents
15	Airline Ticket Agents	172	Insurance Clerks
269	Announcers, Radio and Televisión	188	Literary Agents
20	Apartment Building Managers	16	Managers, Airport
275	Appraisers, Real Estate	20	Mahagers, Apartment Building
33	Automobile Salesmen	64	Managers, City
35	Automotive Parts Salesmen	157	Managers, Hotel and Motel
37	Bank Clerks	281	Managers, Restaurant
38	Bank Officers	311	Managers, Store
39	Bank Tellers	327	Managers, Traffic
47	Bookstore Clerks	199	Market Research Interviewers
189	Bus Drivers, Local	213	Models
190	Bus Drivers, Long-Distance	257	Product Demonstrators
52	Busboys	261	Proofreaders
310	Buyers, Store	267	Public Relations Workers
55	Cashiers	268	Purchasing Agents
56	Caterers	274	Real Estate Agents
65	City Planners	275	Real Estate Appraisers
70	Commercial Artists	277	Recreation Workers
5	Copywriters, Advertising	280	Reporters
78	Credit Clerks	283	Routemen
79	Credit Collectors	30	Routemen, Automatic Vending
94	Disc Jockeys	286	Salesmen
95	Display Workers	33	Salesmen, Automobile
100	Drugstore Clerks	35	Salesmen, Automotive Parts
101	Drycleaning Workers	197	Salesmen, Manufacturers
103	Economists	271	Salesmen, Radio-TV Time
104	Editorial Assistants	90	Salespeople, Department Store
44	Editors, Book	159	Salespeople, House-to-House
196	Editors, Magazine	289	Salesmen, Securities
115	Executive Housekeepers	291	Service Station Workers
118	Factory Inspectors	295	Shipping Clerks
119	Farm Equipment Dealers	309	Stock Clerks
120	Fashion Designers	318	Taxi Drivers
128	Florists	328	Travel Agents
130	Food Store Workers	191	Truck Drivers, Long-Distance

132	Foremen	336	Waiters and Waitresses
137	Funeral Directors	136	Writers, Free-Lance
139	Furriers	321	Writers, Technical

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